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Nonverbal Language Strategies to Improve Listening the Level of Comprehension in 3rd-Grade Students at 28 De Septiembre School, Academic Period 2022-2023

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DEDICATORY

You will find a way if you don't give up on something you truly believe in.

— *Roy T. Bennett*

This research is dedicated especially to the new generations involved in this worthy teaching profession, English Major. Furthermore, I hope this could be useful for teachers and students of the Unidad Educativa 28 de Septiembre, where the study was developed.

Gina Cuaical

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ABSTRACT

The present research deals with nonverbal language strategies to improve listening comprehension in third-grade students at 28 de Septiembre school in Ibarra City, Ecuador, during the academic period 2022-2023. This study was designed to establish nonverbal language strategies to improve third-grade students' listening comprehension and contribute to the progressive development of their communicative skills. This research project has been supported and reinforced by a theoretical framework. Regarding the methodology, the information collected in this research project was based on mixed research since quantitative and qualitative techniques were used. The researcher interviewed authorities and teachers; furthermore, a survey for students was applied to collect data that, after being analyzed, showed that students quickly learn the contents when using gestures, body movements, facial expressions, and other strategies, as well as awaken their interest and curiosity to learn. There was significant acceptance of this implementation in English classes. Considering the above, developing a didactic guide with exciting activities based on nonverbal language strategies related to students' context, learning rhythm, and interest was necessary. This didactic guide allows children to build new, meaningful knowledge.

Keywords: Nonverbal language, foreign language, Listening comprehension.

RESUMEN

La presente investigación aborda estrategias del lenguaje no verbal para mejorar la comprensión auditiva en estudiantes de tercer grado de la Escuela 28 de Septiembre de la ciudad de Ibarra, Ecuador, durante el período académico 2022-2023. Este estudio fue diseñado para establecer estrategias de lenguaje no verbal para mejorar la comprensión auditiva de los estudiantes de tercer grado y contribuir con el desarrollo progresivo de sus habilidades comunicativas. Este proyecto de investigación ha sido sustentado y respaldado por un marco teórico. En cuanto a la metodología, la información recopilada en este proyecto de investigación se basó en una investigación mixta ya que se utilizaron técnicas cuantitativas y cualitativas. La investigadora realizó una entrevista a autoridades y docentes; y, se aplicó una encuesta a los estudiantes para recolectar datos que, después de ser analizados, demostraron que los estudiantes aprenden rápidamente los contenidos al usar gestos, movimientos corporales, expresiones faciales y otras estrategias, además de despertar su interés y curiosidad por aprender. Hubo una aceptación significativa de esta implementación en las clases de inglés. Considerando lo anterior, fue necesario desarrollar una guía didáctica con actividades interesantes basadas en estrategias de lenguaje no verbal relacionadas con el contexto, el ritmo de aprendizaje y el interés de los estudiantes. Esta guía didáctica permite a los niños construir nuevos conocimientos significativos.

Palabras clave: lenguaje no verbal, lengua extranjera, comprensión auditiva

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LIST OF ABBREVIATIONS

BGU: Bachillerato General Unificado

CEFR: Common Europe Language Reference

CLI: Cross-linguistic influence

DI: Didactic Interaction

EBG: Educación General Básica

EFL: English as a Foreign Language

FYL: Foreign Young Learners

L2: Second Language

MINEDUC: Ministerio de Educación

TPR: Total Physical Response

TEFL: Teaching English Foreign Language

NL: Nonverbal Language

INTRODUCTION

The present research focuses on establishing nonverbal language strategies to improve listening comprehension in third-grade students at 28 de Septiembre school during academic period 2022- 2023. The aim is that the pupils awaken their interest, develop step by step different skills, and finally be able to produce the English language. Over the years, the English language's influence has increased since several countries have adopted this language in different areas such as finance, technology, entertainment, culture, and education to facilitate participation worldwide and eliminate barriers. However, controlling a new language becomes challenging for those who want to teach and those who wish to learn.

In Ecuador, likely other countries, English is incorporated into the curriculum as a second language through the memorandum Acuerdo No MINEDUC ME 2016.00020. The national curriculum states that this subject must be taught in a mandatory way at all levels, primary, secondary, and higher (third and fourth), to achieve academic quality. Ministerio de Educación (2017). However, the students at the end of the academic cycle do not meet the exit profile proposed in the national curriculum. It is due to several difficulties that the process presents, including the lack of competence of teachers, traditional and boring methods, the lack of interest in learning a new language by students, the fear of making mistakes, or lack of resources in the schools. In addition, there still needs to be a suitable and effective method to guarantee successful language teaching. (VanPatten, 2004).

Based on other research, it was proved that listening is the first and indispensable procedure in the development of language teaching and learning. Motivating classes and preparing students for better pronunciation of the English language requires a correct methodology that combines listening exercises that allow the student to become familiar with the language. Researchers affirm that what human beings do most is listen; this helps the language even more if you want to learn a new language. (Gilakjani, 2016) . The present research intends to integrate essential terms and functional definitions and establish nonverbal language strategies to improve the level of one of the L2 skills, in this case, listening to third-grade students.

BACKGROUND

In teaching a foreign language, English, specific listening skills are as valuable as the rest. For that, listening skills are not taught as separate and independent because they are part of students' communicative process. It means that listening skills are part of learning to speak. Assuming that if someone wanted to express themselves orally, they would be able to listen and understand the sounds produced in the target language for someone else. For García, this is a complex active skill within language development that involves a series of cognitive subskills (2009).

Communication in both the mother tongue and the target language is composed of two significant components: verbal and nonverbal language, the latter being the protagonist of this study. This topic has become more attractive in recent years because it has an essential and valuable role in teaching and learning. Gestures, facial expressions, tone of voice, visual supports such as objects, and body movement are resources used intentionally or unintentionally that accompany speech. Besides, these resources can be used as scaffolding for students as they provide extra context for information. The previous study, *Gesture, Helps Second and Foreign Language Learning and Teaching*, which was conducted on adult learners, offers pedagogical and functional evidence. (Stam & Teller, 2022) .

Finally, English is a universal and common spoken language, so it is essential to provide third-grade students with nonverbal language strategies that allow them to develop listening skills. Nonverbal language materials and activities used in the classroom can stimulate learners to increase motivation and improve their performance levels. In 1872, Charles Darwin recognized the importance of nonverbal language. (Darwin & Prodger, 1998)

RESEARCH PROBLEM

Nowadays, learning a second language, such as English, is unquestionably essential. According to López and Rodríguez (2017)," learning other languages becomes a growing trend, giving evident importance to encouraging bilingual education from an early age" (pp. 104,118.). Learning English as a foreign language brings many benefits to students, such as improved communication and social and occupational competence, and more importantly, promotes a globalized education (Alvarez, 2010).

In Ecuador, teaching English as a second language has caused great concern, not only to the government but also to all members of the educational system. Based on data obtained in November 2020 by EF Education First, Ecuador ranks 90th of 112 countries globally in English language proficiency, while among Latin American countries, it ranks 19th, that is, in last place. But why does Ecuador have a low level?

The lack of research on the teaching-learning process of foreign languages creates a break in the development of education in Ecuador. They are necessary to detect where the problems that affect the teaching-learning process originate. Anderson and Lynch (2002) mention that the lack of authentic contact with the second language (L2) is one factor that promotes the low proficiency level of L2. Furthermore, the obsolete methodologies of the educational system, where more importance is given to phonological and lexical aspects, i.e., focus on the grammatical structure of the language. Another factor interfering with this process is the lack of listening comprehension, which we will focus on in this research. In addition, insecurity when speaking or writing due to lack of vocabulary, lack of didactic resources, lack of space to practice, and low motivation are other factors that make students lose interest in this subject.

JUSTIFICATION

According to Renandya and Farrell (2010), knowing and using nonverbal language is necessary to develop language skills in school-age foreign language teaching because it supports verbal utterances. Therefore, language learning is more than just saying words. Previous studies showed that only 7% of speech is words, 38% is verbal (stress and intonation), and 55% is non-verbal language, gestures, facial expressions, body movements, posture, and intonation. These nonverbal aspects can convey extra information about the message you want to share. These can even be more powerful than verbal communication.

Based on the above information, the use of nonverbal language is the protagonist in the development of this research because the results obtained will be the main support to create a proposal that allows teachers to improve students' listening comprehension. This research will have direct and indirect beneficiaries. The direct beneficiaries are teachers and students of the institution where the investigation will be carried out. The indirect beneficiaries will be students and teachers at other educational institutions in Ecuador, families, and the community.

SIGNIFICANCE OF STUDY

Nonverbal language is not a new topic, but there is growing interest in this influence in education. The existing study includes elements that can contribute to multiple areas where the members of the academic field can find helpful information. For this reason, the evidence presented here is undoubtedly relevant for linguistics, academic areas, and the future.

Linguistic impact

The linguistic impact, CLI, using nonverbal language strategies in third-grade students' 28 Septiembre School will develop and improve listening comprehension through the strategies mentioned above because it facilitates understanding the intricacies of language and the process and increases communication between students. It includes the future; this can help recognize possible disorders.

Academic impact

While previous studies have focused on productive skills, these results show the importance of developing a good prior understanding of receptive skills, in this case, listening, since students will improve their performance and obtain better scores significantly; however, the most critical aspect is that they demonstrate listening comprehension.

OBJECTIVES

General objective

- Establish nonverbal language strategies to improve listening comprehension in 3rd-grade students at "28 de Septiembre" School during academic period 2022-2023.

Specific objectives

- Determine the theoretical bases of nonverbal language strategies to improve listening comprehension.
- Analyze the different strategies English teachers use to improve listening comprehension in the classroom.
- Design a didactic guide with nonverbal language strategies to improve the level of listening comprehension in 3rd-grade students at 28 de Septiembre School.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1. English as a Foreign Language (EFL)

English is considered one of the most spoken languages in the world, especially nowadays; its advantages in the social and labor world are indisputable. In this case, the acquisition of a foreign language, English, refers to the learning process of a different language from the learner's mother tongue, which is not used in their daily life or their usual environment. Several studies show that learning an L2 early is favorable to generating good communication skills. For this reason, bilingual education is promoted and included in schools' curricula in different countries. (Mei, 2008). Generally, learning of EFL develops in the classroom, where teachers provide a variety of controlled activities to students to acquire the target language. Although most of this knowledge acquisition occurs only in the education environment, students can achieve a high English proficiency outside the classroom. (Ministerio de Educación Nacional República de Colombia, 2006).

1.2. English as a Foreign Language in Ecuador

Ecuador declares itself a Multicultural Nation that works hard for education diversity, according to Ley Orgánica de Educación Intercultural (LOEI). It establishes that all educational institutions are obligated to attend and make the respective curricular adaptations to different needs that students may have in the learning process (Bravo et al.., 2013). Ecuador also follows the line of miles of nations around the world, where knowledge of the English language could ensure better opportunities for employment, studies, or business. MINEDUC has incorporated English as a foreign language at all educational levels since 2016. It is essential to highlight that educational initiatives have been implemented for more than three decades to enhance teaching and learning without any success yet.

The teaching of English as an L2 has caused great concern, not only to the government but also to all members of the educational system, even in international organizations because, based on data obtained in November 2020 by EF Education First, Ecuador ranks 90th of 112 countries globally in English language proficiency, while among Latin American countries it ranks 19th, that is, in last place. Nevertheless, the Ministry of Ecuador aspires to reach high levels in both EGB and BGU.

The current EFL curriculum focuses on developing the four communication skills: speaking and listening, reading, and writing, through the expression of arts and cultural awareness based on the international reference system CERF, in the case of this population, to children of third grade with a level of A1.

Figure 1. English levels that both EGB and BGU students are expected.

	PRE-BASIC USER		BASIC USER				INDEPENDENT USER	
CEFR	PRE A1		A1		A2		B1	
MINEDUC	PRE A1.1	PRE A1.1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
BÁSICA ELEMENTAL / BÁSICA MEDIA	2 EGB	3 EGB	4 EGB	5 EGB	6 EGB	7 EGB		
BÁSICA SUPERIOR / BACHILLERATO			8 EGB	9 EGB	10 EGB	1 BGU	2 BGU	3 BGU
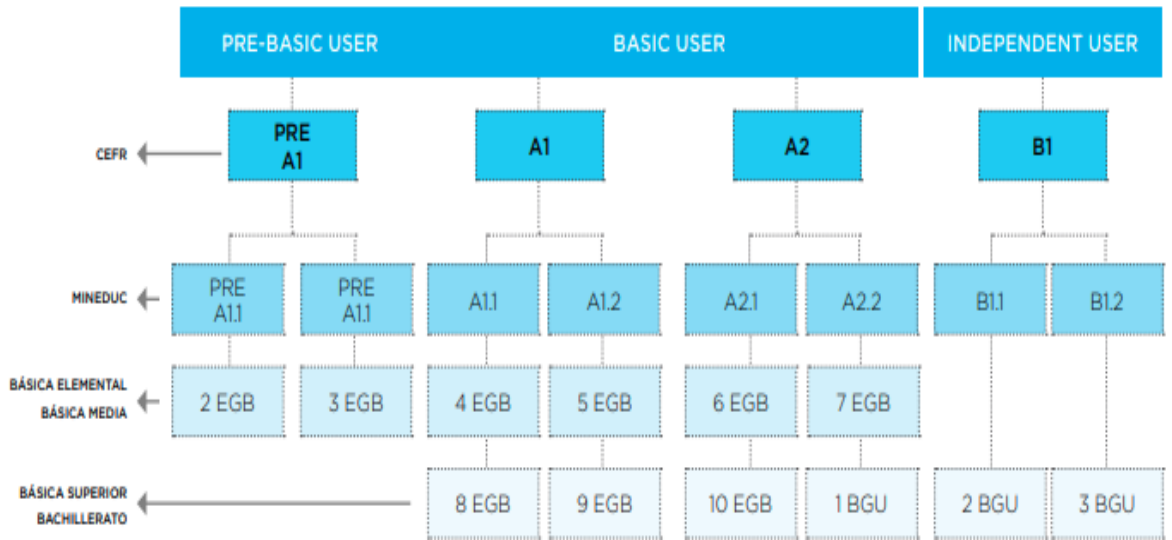
Note: Levels of proficiency. Source: Ministry of Education (2006).

It is important to mention that MINEDUC divided some terms into levels.

- **Initial Education**: pre-kindergarten and kindergarten (initial 1-2)
- **Education General Básica or EGB:** Elementary School (1st - 10th grade)
- **Bachillerato General Unificado or BGU**: High school (11th-12th level of secondary.)
- **Higher Education**: Community/ Technological college/ College university (last stage of academic process)

1.3. Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference is a way to standardize and determine the level of proficiency in a specific language, English, in this investigation's context. CEFR is divided into six scales of proficiency ranging: Basic (A1 and A2), Intermediate (B1 and B2), and Advanced (C1 and C2). It is used around the world to promote learning and teaching language. (Council of Europe, 2001) Each level explains skills and competencies in the chart.

Figure 2. **The Common European Framework of Reference for Languages (CEFR).**
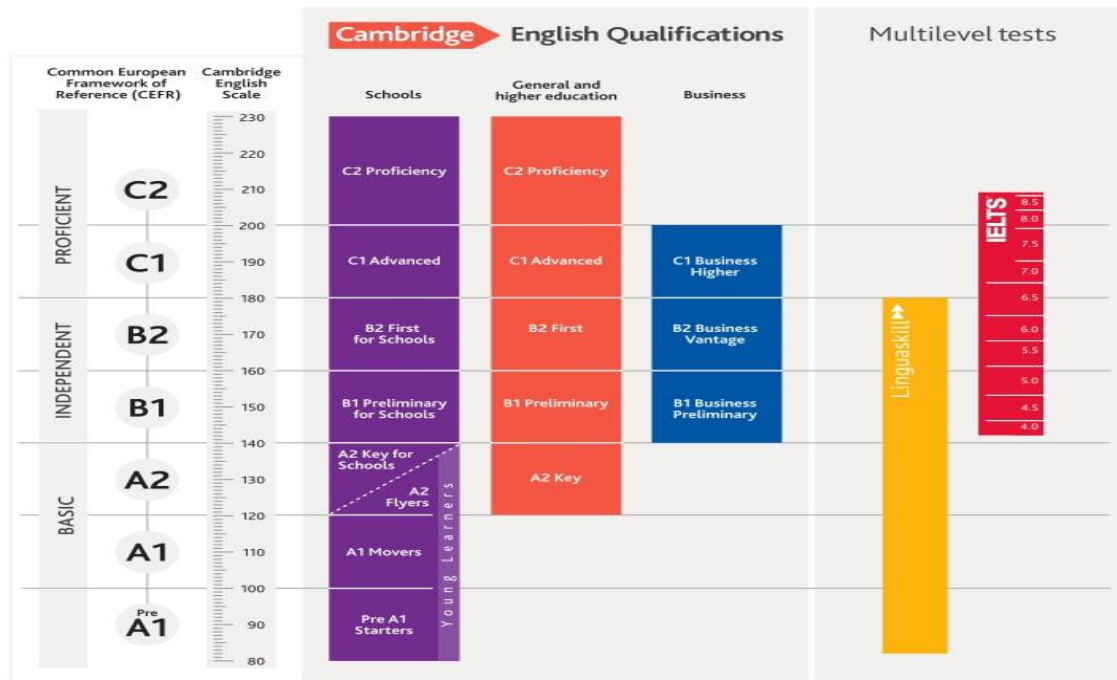
Source: (Cambridge, n.d.)

Table 1. *Common European Framework of Reference Scales*

COMMON EUROPEAN FRAMEWORK OF REFERENCE			
CERF	LEVEL		DESCRIPTION
BASIC	A1	Beginner	Basic understanding, communication, introducing oneself, and asking simple questions and basic.
	A2	Elementary	Understand and communicate on familiar topics, such as family, travel, hobbies, and work, and describe experiences.
INDEPENDENT	B1	Intermediate	Capable of handling everyday situations, expressing opinions, discussions, plans, and discussing various topics.
	B2	Upper-Intermediate	Can engage in more complex discussions, comprehend detailed texts, express oneself fluently, explain in debates, and give clear presentations.

	C1	Advanced	High level of fluency and spontaneously able to understand and communicate effectively on abstract topics.
PROFICIENT	C2	Proficient	Near native or native fluency can understand and produce complex literature and nuanced language and participate in academic or professional environments.

Adapted from: Common European Framework of references for language (2014)

1.4. Methods and Approaches Focused on Listening Comprehension

Teaching the English language changes over time, adapting and combining various methods and approaches that help the teacher provide learners with practical learning and focus on different learners' needs to develop good English language proficiency in students. According to Kramsch and Andersen (1999), the goal of English language teaching is not limited to improving language proficiency but should include developing the ability to construct and reconstruct new knowledge. This implies that students should acquire fundamental habits, attitudes, and skills that enable them to communicate in the L2.

To improve listening comprehension in a foreign language, you can consider the following methods:

1.4.1. Audio-lingual Method

The audiolingual or audio-oral method is based on a series of innovative ideas from linguistic and psychological learning research carried out during the 1930s and 1950s, mainly in the United States. This method is influenced by linguistic structuralism and Bloomfields' (1993) theory of language, which says that learning a target language should not be based on the system of rules of a specific language, as was done with Latin, but that any language can have its own set of characteristic structures that can be described from them. The methodology of this approach is based on the analysis of spoken language and follows a descriptive and inductive approach (Neuner 19 p.: 149).

Characteristics of this method are:

- Habit formation through repetition.
- It gives more priority to developing oral expression and comprehension than writing.
- The mother tongue is not used: the language to be taught is always oral.
- Grammar is taught indirectly, and the student learns it by listening.
- Positive reinforcement is used for the formation of good habits.

1.4.2. Communicative Language Teaching (CLT)

The communicative language approach focuses on teaching the target language in various real-life situations. The main objective of this is to enable the learner to produce authentic communication. To achieve this, the teacher uses a variety of stories accompanied (storytelling) or video by nonverbal language, allowing students to contextualize and internalize the information. Another effective activity is role-playing; for example, the students should act as the customer and others as the cashier. This could encourage the use of imagination and creativity, but most importantly, enhance listening skills. (Savignon, 1987)

1.4.3. E-learning in Teaching English

E-learning is defined as a learning tool that is supported by information and communication technology. (Kaabi & Alsulimani, 2018) As mentioned above, listening is the most used skill and is even done involuntarily. When pupils use line tools (YouTube, Duolingo, TikTok) apps, they can process information more effectively and be interested in the subject matter. For example, when students watch videos and songs, they often dance while singing, i.e., use body and hand movements (nonverbal language), which helps to improve the learning process in a fun way because they familiarize the words with gestures. Finally, they can memorize.

1.4.4. Total Physical Response

Total Physical Response, or TPR, is a common method to teach English to young learners since it attempts to introduce a target language similar to how students acquire their mother tongue. James Asher believes that if students create a relation between nonverbal language, such as gestures and physical movement, and spoken language, students will be able to acquire them more easily the target language. According to Asher (1968), "The strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action" (p. 7).

1.5. Nonverbal Language

1.5.1. Definition

Teaching challenges involve more than just transmitting words or information; different factors are implicated and help significantly improve learning. For instance, the distribution of time and objects in the classroom, facial expressions, gestures, postures, body movement, hand play, personal space, and other signs used by the teacher are an important part of communication in the classroom and are known as nonverbal language. According to Khan (2022), nonverbal language refers to the gestures, facial expressions, movements of body and hands, and tone of voice that people often use to communicate, but it can send extra messages to another person, causing misunderstandings. Although many signals are spontaneous, nonverbal language results from cultural influences learned through experience.

1.5.2. General Proximity to Nonverbal Language

Human communication is characterized by including nonverbal elements that complement and emphasize the meaning of the verbal elements in the communicative exchange. Although oratory and rhetoric have long been studied in Greek and Latin academies, systematic studies on nonverbal communication and the expression of participants in conventional communicative discussion began in the 20th century (Cantillo, 2014). In the past, most studies on human interaction focused on verbal communication. However, in the 1950s, a new field of research focused on nonverbal communication, where some of the communicative functions of this nonverbal behavior began to be explored (Pons, 2015).

Communication is not limited to the use of oral or written words. Although verbal interaction is one of the principal ways of human communication, nonverbal language is essential and significantly integrated into the communicative processes. Communication has been and continues to be studied by different subjects because it is necessary for building and sharing knowledge. Moreover, creating and joining communities and cultures that have been significant in human history. (Pons, 2015).

Furthermore, "nonverbal" is commonly used to describe any type of human communication that does not involve spoken or written words. However, it is essential to note that these nonverbal behaviors can be interpreted through verbal symbols, which filter through which information is received, interpreted, and responded to. Therefore, it is essential to know the cultural differences, age, and social level, among others, to minimize misunderstandings that may endanger communication and the relationship between people who communicate (Castillo & Calvache, 2017).

In this context, it is important to highlight that young people often use vocabulary and signals that are sometimes difficult to understand by teachers due to age, experience, and education differences. Despite this, young people must interact and communicate clearly and accurately to overcome these barriers (Castillo & Calvache, 2017). Morales (2003) suggests that one way to overcome these barriers is to be conscious of the possibility of misunderstanding and ask for feedback to ensure the message is understood.

For this reason, teachers must understand nonverbal language and take the place of learners' frames as a reference to avoid misunderstandings (Arellano, 2006). Nonverbal communication is used to identify emotions, ideas, thoughts, and fears through facial expressions, postures, and gestures. It is an inseparable part of the communication process that should be carefully studied (Neil, 1991).

1.5.3. Nonverbal Language as a Cognitive Process

Nonverbal language is a fundamental aspect of human communication; it refers to any way of communication that does not use words. It includes gestures, facial expressions, body movements, tone of voice, and other physical signs that can be transmitted effectively.

Moreover, one of the teacher's main objectives is to improve the quality of students' foreign language learning. In the classroom, applying nonverbal language as a strategy can present some advantages not only at a cognitive level but also psychologically, for example, motivating students to participate in the class, making it easier to answer, helping them remember information, and facilities formulate correct guesses about the meaning of the message.

Additionally, in most classrooms, these signs or signals are used involuntarily, or their true importance or impact on students is unknown. It focuses on the "how" of communication rather than the "what." However, some studies reported that nonverbal language communication can play more than 70% in the field of teaching. According to Sigmund Freud, once said: "He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent, he chatters with his fingertips; betrayal oozes out of him at every pore." (Freud, 1977) Almost half a century is affirmed by Rustamovich (2022) that learners show better performance when teachers teach them with the help of nonverbal language.

For all the reasons mentioned previously, it is evident that nonverbal language plays a crucial role in teaching an L2 (English). In practice, this allows to improve listening comprehension, enabling students to develop speaking, reading, and writing skills. It means that both verbal and nonverbal forms of communication often cooperate; hybrid teaching should be carried out since one depends on the other, and together, they provide integral, meaningful, and durable learning. (Galloway, 1970)

1.5.4. Nonverbal Language in Education

Nowadays, society is going through extensive transformation processes that require reflection, organization of ideas, and action to change the environment instead of simply adapting to it. In order to achieve this, it is necessary to train proactive individuals with communication and teamwork skills. Communication is key to understanding others and valuing and respecting values such as pluralism, mutual understanding, and peace. To develop these skills, interactive strategies are required to promote horizontal and participatory group communication and respond to questions about the type of individuals and citizens to be formed and fostered (Arellano, 2006).

Forming an individual capable of analyzing problems and proposing concrete solutions is a significant challenge that can help prevent conflicts and consolidate a democratic and peaceful society. In this sense, the teacher's role as a guide and mediator is fundamental to fostering personal growth and conflict resolution processes in the school environment. (Zeligs, 1961) It is important to consider the student's behaviors and compare them with their expectations to achieve this. This approach can facilitate a process of internal reorganization of the student's cognitive and behavioral schemes in inflict management.

In the current context, interactive communication is essential to address conflict. This implies a horizontal relationship between the parts based on mutual respect and

consensus. Actions should focus on resolving the conflict, understanding what causes the attitude or behavior, and determining whether an agreement is possible. This process is achieved through an approach of consensus, collaboration, and a constructive attitude toward conflict within the communicative process (Pereiro, 2019).

Socialization relationships based on study subjects in the classroom are fundamental to building knowledge. According to psychologist Lev Vygotsky, "social interaction is the intersubjective space that allows communication and the development of thought" (Villalta & Martinic, 2013, p. 221). The social interaction in the class concerning study materials is known as didactic interaction (DI). According to the definition of Irigoyen et al. (2011), DI refers to the mutual exchange between the subjects involved in the learning process (teacher and students) and the relevant objects or situations (study materials) under the specific conditions of the discipline or profession. Students and teachers aim to construct knowledge in the classroom, fostering didactic interaction.

Face-to-face communication between teachers and students becomes essential since the interaction and relationship between both are the principal ways to transmit cultural content and unspoken social messages (Pansza et al., 2011). For that, it is not only relevant to say something but also when and why it is said. According to Verderber & Verderber (2005), nonverbal communication accounts for more than 60% of the meaning in any social situation in face-to-face communication. This suggests that nonverbal language can be critical and have excellent communicative value in teacher-student relationships, possibly more than verbal language.

It is essential to consider that communicative skills in the educational setting should be evaluated for their linguistic capacity and other elements that may accompany the words, such as movements, gestures, vocal qualities, distance management, physical grooming, and dress. These elements can reinforce, hinder, or contradict the transmitted message (Juárez, 2019).

Nonverbal language (NL) comprises various elements to communicate meanings to others. According to De Fleur et al. (2005), nonverbal communication is the intentional or unintentional use of objects, actions, sounds, time, and space that generate meanings in others. Some nonverbal communication elements are body movements, postures, facial gestures, interpersonal distance, spatial location, physical appearance, voice intensity and volume, throat clearing, odors, attitudes determined by time, and even silence.

According to Urpí (2004), it is inevitable to communicate nonverbally in some situations, even if it is not done intentionally. In fact, the author reinforces this idea by pointing out that 7% of the interlocutors' attention is captured through words. In comparison, the tone of voice contributes 38%, and gestures, body posture, and facial expression 55%.

The relationship between teachers and students significantly impacts the didactic interaction and the learning environment. According to a study presented by García Rangel

et al. (2014), student performance can be influenced by several factors, among which the emotional climate in which the teaching process takes place stands out, generated by the relationship between teachers and students. Therefore, it is essential to consider the quality of this interaction to favor an environment conducive to learning.

1.5.5. Types of Nonverbal Language

Nonverbal language can be divided into principal subcategories such as kinesics, proxemics, haptics, etc.

- **Kinesics or Body Language**

Kinesics focuses on the study of body language, both conscious and unconscious (Baró, 2012). It analyzes the movements and gestures of any part of the body, for example, hands, arms, and facial language, such as grimaces or other types of signals and postures that can send the interlocutor a message or modify the verbal statement (Vilá, 2008). In this sense, kinesics includes body position and gesticulation.

Gesticulation involves movements of arms, hands, and head. It is important to mention that many gestures lack a specific social meaning and acquire a sense in the context of a particular relationship. A person's movements are influenced by several factors, such as culture, personality, gender, and environment, and it is difficult to establish a dictionary of gestures with exact meanings (Padilla, 2007). For that, knowing a person helps to identify behavioral patterns, detect behavioral changes, and adequately anticipate their reactions in different situations.

Moreover, close observation and practice can enable a person to develop the ability to quickly interpret a change in posture, a blush, or an inflection in the voice (Bruni, 2011). For example, if someone frowns during a conversation, it may indicate they do not understand what is being said. In addition, specific actions, such as covering one's mouth or touching one's nose,e may indicate that someone is lying. The importance of eye contact also varies across cultures; for example, while for some cultures, it is essential to maintain eye contact during a conversation, in others, it may be considered a sign of disrespect. In a classroom setting, students need to understand these cultural differences to avoid misunderstandings and build effective relationships.

- **Proxemics**

Proxemics refers to the cultural use of space during communication between interlocutors (Guarné, 2005). In face-to-face personal relationships, it is common to establish certain distances between people. Therefore, knowing the appropriate ones in each case is essential since an excess of closeness can be uncomfortable, while too much distance can give a feeling of coldness or formality (Mangieri, 2017). The extent of personal space, or air bubble surrounding a person, varies according to culture, social position, type of relationship with the interlocutor, or even whether one lives in a rural or urban area.

The distances established in interpersonal relationships vary according to culture. For example, in Anglo-Saxon countries, the spaces are usually more comprehensive than in the Mediterranean area but shorter than in Arab countries. In general, four types of distances can be distinguished according to the kind of relationship: intimate, non-intimate interpersonal relationship, social, and public (Cestero, 2014). Therefore, as far as this discipline is concerned, it can be said that it is essential to know how to maintain the correct distance on the part of the interlocutors during a face-to-face and standing conversation, as it allows concentration in the exchange of information and good communication.

- **Chronemics**

Chronemics refers to how human beings comprehend, structure,e and use time, which shows that time can also be a means of communication, either passively or as a support to other elements of the human communication system (Cestero, 2006).

Torres (2010) defines three categories within the study of time about this communication. It includes cultural valuation of concepts such as punctuality, lateness, duration, and the organization of daily activities or the course of a gesture, a pause, or a physiological sound.

- **Paralinguistics or Vocalics**

Paralinguistics considers a series of elements that, although not part of the linguistic content, have great importance in verbal communication. (Dash & Keith, 2022). First, phonic and vocal qualities and modifiers include how words are pronounced and the tone of voice, intonation, volume, rhythm, and stress. It can significantly change the message being conveyed (Blanco, 2019).

In addition, there are sound elements of physiological and emotional reactions, such as sighing, laughing, yawning, throat clearing, and crying, which can vary according to culture and provide important information about the person with whom one is interacting (Cestero, 1999). Quasi-lexical items, such as interjections and onomatopoeias, are also part of the paralinguistic system and have excellent communicative utility. However, identifying and classifying these elements is still in progress.

1.6.   Importance of Nonverbal Language in Foreign Language Acquisition

One of the main goals of the teacher is to improve the quality of students' foreign language learning. In the classroom, applying nonverbal language as a strategy is of crucial importance and can present some advantages not only on a cognitive but also on a psychological level; for example, it motivates students to participate in the class, facilitates answering, helps to remember information and facilitates formulating correct guesses about the meaning of the message.

In most classrooms, these signs or signals are used involuntarily, and their true importance or impact on students is unknown. The focus is on the "how" of communication rather than the "what." However, some studies reported that nonverbal language communication can play more than 70% in the field of teaching. According to Rustamovich

(2022), "Students show good performance whenever teachers teach them with the help of nonverbal communication." (p.10-11)

For all the reasons mentioned above, it is evident that nonverbal language plays a crucial role in teaching a second language (English) because it can help students and teachers provide extra information or clarify means while listening or speaking.

1.7.   English Skills

The communication is a bidirectional process that involves transferring and receiving a message. It is the most common behavior that people use to reduce barriers. The transmission is composed of four skills: oral, listening, written, and reading, at the time dividend into receptive and productive skills. These communicative skills are connected, and one depends on the other; for example, it is impossible to speak without listening, and without reading, writing is impossible. (Sreena & HIlankumaran, 2018) .

Figure 3. *Communicative skills and subdivide.*
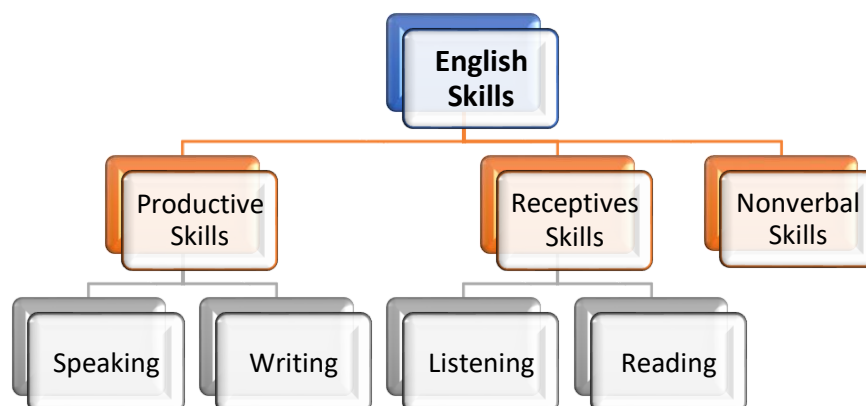
Note: researcher elaboration   Source.

1.7.1. Productive Skills

In a language, productive or active skills refer to the communicative skills that produce or create language. Productive skills are speaking and writing. A study by Newton and Nation (2009) shows that it is necessary to focus on meaningful input, which means a good development of receiving skills before to produce because, with it, students can achieve language proficiency. (Newton & Nation, 2020)

1.7.2. Receptive skills

Jack C. Richards states that receptive skills are more complex than productive skills, so all language users have a higher receptive competence (the language they can understand) than abundant competence (the language they can produce). Moreover, Krashen (1982) proposes that developing learners' receptive competence is more critical than productive

competence in language teaching. The author emphasizes that meaningful comprehension is more essential than focused production and is all that is needed to facilitate language learning because, if done correctly, students will be able to give an answer spontaneously in the same way as they do in their mother tongue.

Receptive skills help learners perceive and internalize a message in communication because students do not need to produce language to do this; they receive and understand it. These skills are sometimes referred to as passive skills. Receptive skills include comprehension when listening and reading (Avila, 2018), assuming that listening and reading are considered receptive skills.

1.8.   Listening Skills

Listening is a natural and active activity that involves the ability to receive, understand, interpret, and respond to the interlocutor's messages (verbal and non-verbal). It is an arduous task and a complex psychological operation in which concentration can often be lost due to various factors, such as psychological, pragmatic, social, and didactic, among others. For this reason, it is common to say that many people do not know how to listen, or that person does not listen to everything they think they have heard, or vice versa).

For the Real Academia Española (2010), listening means paying attention to what is heard, giving ears, and heeding a warning, advice, or suggestion. It is grasping, attending to, and interpreting verbal messages and actions. It is to perceive and interpret (Ortiz, 2007). Therefore, it is related to hearing and the psychophysiological processes that allow the human being to hear. (From lat. Audīre: is to perceive with the ear the sounds).

In addition, listening means "to react to sound stimuli" (Páez, 1996, p. 77). Moreover, hearing is a phenomenon that belongs to the physiological order. It refers to perceiving sound vibrations. When one person hears something, this person gives meaning to that stimulus. But if there is no interpretation, there is no listening. They are two different phenomena, "hearing" is part of "listening," but "hearing" does not necessarily imply "listening.

1.8.1. Listening Skill Characteristics

Some of the most common listening skills characteristics are:
- **Empathy:** empathy is the first characteristic when we listen actively. This means we have the interest and the right attitude to listen to whoever is speaking to us.
- **Attention to body language:** attention to nonverbal language is another characteristic of active listening. This language offers much information about the interlocutor's feelings, for example.
- **Maintaining eye contact:** looking at the person sending us the message is important. It is a symbol of paying attention and showing interest. Looking into the eyes is also part of this characteristic.
- **Body language:** is also very relevant to denote our interest in the conversation. Active listening involves leaning slightly forward or sideways when seated.

- **Message validation or reinforcing words:** validating the message by emitting supporting words while speaking to us is also a symptom that we are listening correctly. However, this should not be an excess but applied in the right measure so as not to provoke the opposite effect.
- **Do not judge**: this is one of the first rules of active listening. If we do so, the rest of the skills within active listening will be useless. It will be necessary to get rid of prejudices.
- **Summarize:** Summarizing everything that has been said and spoken will make it clear that everything has been understood and listened to correctly.
- **Feedback:** as the last part of active listening, we have the response and feedback we will offer.

1.8.2. Classification of Listening Skills

Listening skills are classified according to the focus or where most emphasis is placed in the listening process. Within these processes are listening for specific information, listening for details, listening attitude, listening to individual sounds, listening intensively, and listening extensively (Spratt et al., 2011).

- **Listening for the essential/general idea:** In listening for general ideas, people only need to understand some of the words and the context of what they are listening to. Example: listening to a summary of the day's news on the radio or TV.

- **Listening to specific information**: This is when people listen to something in order to discover a particular piece of information. People know in advance what they expect to find out. People may ignore other information that does not interest them. Example: listening to the weather report to find out the weather in your city.
- **Listening for details/scanning:** Listening for details involves listening carefully, paying attention to every word, and trying to understand as much information as possible. Example: a juror listening to a witness statement.
- **Listening attitude:** Deep listening requires genuine curiosity and willingness toward others. It also requires a level of openness and humility that does not necessarily come naturally.
- **Listening to individual sounds:** focuses on always listening to speech in the context of the other sounds, which they are adept at ignoring. However, such sounds can cause severe problems for speech recognition and hearing impairment.
- **Intensive listening:** focuses mainly on short listening exercises and mainly on form; it helps students pay more attention to pronunciation, grammar, and vocabulary rather than general meaning. This listening also helps students build a foundation for language acquisition because it serves to help listeners understand the fundamentals of the language.
- **Extensive listening/Listening Comprehension (the sub-skill this research focuses on):** This type of listening focuses on broader comprehension. With extensive listening, teachers do not have to translate every word or focus on

grammatical rules. Instead, students must try to understand the audio. This type of extensive listening can bridge the gap between the need for exposure and inadequate class time. Furthermore, the integration of extensive listening offers a positive outcome, and using simultaneous reading and listening before focusing only on listening is the most effective approach to improving students' listening fluency (Chang & Millet 2014).

1.8.3. Main Objectives of Listening Comprehension

Students and teachers must know what they must learn to achieve correct listening comprehension. Some of these objectives are (Chang (016):

- Listening to understand the speaker.
- Recognize and demonstrate good attendance.
- Recognize and demonstrate reflection.
- Recognize how meta-communication can be improved by clarifying incongruent communication.

1.8.4. Stages of the Listening Comprehension

In order to decide how to teach listening comprehension, the specialized literature provides teachers with some stages. According to Chang & Millet (2013), these stages are:

- **Pre-audition:** In this step, students are helped to prepare for what they are going to listen to; the teacher should provide them with enough contexts to match what would be available in real life and what they already know with the content of what they are going to listen to, to promote students' motivation with what they will hear.
- **During listening:** This stage should help learners learn to extract meaning from the speech stream and interpret the speaker's message, checking and revising their predictions. For teaching purposes, multiple opportunities to listen to information can reduce learner anxiety.
- **Post-listening:** consists of extensions and developments of the listening task. At this stage, a discussion of difficulties, such as unfamiliar vocabulary, takes place and responds to the passage's content, usually orally and in writing.

1.9.1. Importance of Listening skill in Aquation the Foreign Language

According to Lopez and Rodriguez (2017), learning another language is a growing trend in encouraging bilingual education from an early age. Learning a second language early on brings many cognitive and psychological benefits. Since infants have the most brain plasticity, i.e., they imitate and repeat the sounds, phonics, words, or phrases quickly without pre-establishing rules. Also, it takes up memory and concentration. Then, if children understand what they hear, they can build vocabulary and give meaningful words.

Furthermore, studies confirm that people who focus on Listening can learn the other skills (Writing, Reading, and Speaking) much faster. Therefore, the best way to improve the

different essential aspects of the language is to focus first on Listening. On the other hand, another study in the Journal of Memory and Language showed that it is more effective to listen to the sounds of the new language you want to learn in silence before pronouncing them so that our perception is not distracted from the exact phoneme and sound produced by the word, and, instead of memorizing it, we can assimilate it.

Additionally, the best way to learn a new language is based on hearing and listening. People can watch videos and images with subtitles depending on each person's level. It is not only enough to acquire theory or adequate knowledge; we must also interpret the sounds of other languages as messages with meanings.

1.9.   Nonverbal Strategies for Developing Listening Comprehension.

 Strategies are based on the implantation of new activities, but this requires carefully choosing activities to be effective. (Porter, 1996) For this reason, it is essential to take in place nonverbal language as strategies to achieve the acquisition of L2.

- **Role play**

According to Alabsi (2016), "The use of role-play activities develops communication skills, and students are encouraged to master and enrich vocabulary learning through conversational activities" p.227. Role play is an act or dramatization that consists of playing to be someone different to confront a situation. It can achieve many outcomes, such as knowledge acquisition and development skills, mainly listening skills. Exposing students to solve problems allows them to build their critical thinking because it is easier for them to deal with familiar situations that they like or dislike. For example, in the professions, children who want to be a doctor can perform this, and others can be the patient.

- **Charades**

It can be inferred that riddles, most strategy, is a game that involves clues, mimics, and gestures; their goal is to guess the answer (word or phrase) using only nonverbal language, and they are not allowed to speak. But in this case, the present study is focused on 3rd-grade students; for this reason, it is necessary to make modifications and apply some sounds that accompany the gestures. The teacher tries to connect with the content that you are teaching. Apply this when they teach animals vocabulary and adjectives; for example, they can act like a dog and make the sound bark (woof). (Carrera, 2023)

- **Songs**

Music is clearly linked to education, as it plays an important role in learning an English foreign (Bygate, 1987) language in infants. The nonverbal language (gestures) with which the songs are accompanied can help them understand the meaning of the words, and after repetition, they can memorize them. For example, in the English classroom, a good idea is to teach body parts through a song that points out these. This strategy is independent of

being fun, contributes to the development of listening and speaking of students, and also helps to stimulate participation. (Andrade Molina et al., 2018).

- **Mime**

This strategy ensures the understanding and learning of the English class. It is one of the most used by teachers, as it attracts children's attention while they listen and keeps their interest. Sometimes, it creates a connection so that with just a gesture, they respond spontaneously. However, some still need to be made aware of its value. Often, the speech is coupled with hand movement or gestures; for instance, when teaching action verbs such as swim, they stimulate the action of swimming, the same with rest like jump, dance, walk, etc. (PURNOMO, 2023).

- **Storytelling**

Storytelling is a strategy that children prefer, which can be delivered in various ways and is open to modifications, including technological ones. (Wisnumurti et al., 2021) These activities include interaction between teacher and learners. English teachers can combine gestures and tones of voice to accentuate the information; while pupils listen, they pay total attention. Because when learners hear facts, only a tiny area of the brain responds, unlike when students do. listen to stories; multiple areas are active. (Shin, 2000).

CHAPTER II: METODOLOGY

This chapter is regarding the research methodology. That includes different methods, techniques, and instruments used to achieve each proposed objective in this study. Nonverbal language strategies to improve listening comprehension in 3rd-grade students at 28 de Septiembre school, academic period 2022-2023.

In the same way, this research is supported by the instruments, techniques, study site, and the number of people involved to subsequently analyze the results collected and develop listening comprehension skills through nonverbal language strategies in English language learners.

2.1. Type of Research

Considering the central and supplementary research questions, this study will be based on Mixed research because this method reflects multiple and complementary pragmatic means in one study. According to Dawadi et al. (2021), quantitative and qualitative research offers the opportunity to collect numerical data and provides additional meaning through qualitative understanding. This method was helpful in this study because it allowed the researcher to analyze and explain a particular population phenomenon better.

In addition, Hollstein (2011, p. 404) states that:

> "When we speak of qualitative methods, we are referring to a heterogeneous research landscape, which, due to this variety, is difficult to account for comprehensively."

Moreover, this research used quantitative and qualitative methods of research. Qualitative research is used to collect data from people's experiences, feelings, and knowledge. Qualitative research is used to gain numerical data.

2.2. Methods

This study was based on the use of two methods that contributed to carrying out the project. These methods are deductive and inductive, which are described below:

2.2.1. Deductive Method

The deductive method is making a generalized statement and backing it up with specific information. It can be considered a "top-down" approach to concluding (Inned, 2019). It allows for rich conclusions and results, which could change depending on variables not considered initially.

2.2.2. Inductive Method

The inductive method uses specific scenarios and makes generalized conclusions from them. Also referred to as "cause-and-effect reasoning," inductive reasoning can be considered a "bottom-up" approach. Therefore, explanatory design is appropriate because it

is the best approach to explaining a theory or trends with quantitative data while providing explanations. Furthermore, it is conducted for a problem that has not been exhaustively investigated before. (Inned, 2019).

2.3. Research Instruments

This research work is based on two techniques used for data collection and accurate information, such as surveys and interviews applied to the members in 28 de Septiembre school. Below is a summary of the data collection tools.

2.3.1. Survey

According to Check & Schutt (2012), the survey is defined as "the collection of information from a sample of individuals through their responses to questions" (p.160). This technique is widely used as a quantitative research procedure, allowing one to obtain and process data quickly and efficiently. Due to it being directed to the young population, it was structured using multiple-choice questions. Also, the researcher was guided and supervised by an English teacher and a tutor teacher.

2.3.2. Interview

According to Oakley (2011), an interview is "the framework in which the practices and standards be not only recorded but also achieved, challenged, and as well as reinforced" (p. 238). This interview was designed for authorities, the coordinator, and teachers in the English area; the objective was to collect information about the use of different strategies and activities by teachers in class related to listening skills. The questions were semi-structured because of their flexibility; they could go beyond what was planned and give space to opinions.

2.4. Research questions

After determining the problem, it is essential to formulate the following questions that the research development will answer:

1. How can nonverbal language strategies contribute to improving listening skills?
2. What is the incidence of nonverbal factors as a strategy to improve listening comprehension?

2.5. Study Site

The school 28 de Septiembre AMEI code 10H00086 was selected for this research. It is in the city of Ibarra, in the parish of Sagrario, with addresses on Miguel Oviedo and Vicente Rocafuerte streets in the province of Imbabura in the north of Ecuador. This public school was founded on October 9, 1917, and is divided into three study blocks.

- Block 1: High School and Elementary Basic
- Block 2: Middle Basic and Basic Education
- Block 3: Initial Level

Figure 4. *28 de Septiembre school´s Google Maps.*

Note: Google Maps of 28 De Septiembre school. Retrieved August 1st, 2023, from
https://bit.ly/3YglzPC

2.6. Population And Sampling

The population of this project is composed mainly of two groups. First are the authorities of the institution, the coordinator, and the teacher of the English area (in this case, the same teacher); the first group sample of the study was used in qualitative research to study the existing theoretical knowledge about the strategies teachers use to develop listening skills.

On the other hand, the students. This group is divided into four parallels, "A,"; "B," C," and "D," and each of them with around 36 students, giving a total of 135 students in third grade at the school "28 de Septiembre" during academic period 2022-2023. Since it is a large group, it is necessary to apply a mathematical operation to choose a small group to be able to perceive all their answers.

Sampling:

$$n = \frac{Z^2 . p . q . N}{e2 \ (N-1) + Z^2 . p . q}$$

$$n = \frac{1.96^2 \ 1.96 \ x \ 0.5 \ x \ 0.5 \ x \ 135}{(0.05)^2 \ (135-1) + (1.96)^2 \ x \ 0.5 \ x \ 0.5}$$

$$n = \frac{3.84 \ x \ 0.5 \ x \ 0.5 \ x \ 135}{(0.05)^2 \ (134) + \ 3.84 \ x \ 0.5 \ x \ 0.5}$$

$$n = \frac{129.6}{134 \ + 36864}$$

$$n = \frac{129.6}{134.96}$$

$$n = 101$$

n= Size of sample   101

N= Universe   135

PQ= Population standard deviation (0.5)

Z= critical value corresponds to a given value of the confidence level (0.95%; 1.96)

e Sample measurement error. Error level (5%; 0.05)

2.7. Procedure

For this study to be conducted, a careful process was carried out, which began with reviewing the topics, definitions, and background that support this research, which is reflected in the theoretical framework. The next stage was elaborating the instruments research, designed for the authorities, coordinator, and teachers of the English area and a survey for the students. Each had a common objective: to obtain specific information about both variables, listening comprehension skills, and nonverbal language strategies. The set of questions was based on the established goals and previous information to use this information for the design of the final proposal.

To continue with the procedure and follow the confidentiality guidelines, the instruments were reviewed, evaluated, approved, and validated by the course English teachers (See annexes 1 and 2). Subsequently, the Universidad Técnica del Norte requested a letter of permission to apply the instruments in the institution where the study was conducted, and the analysis was performed. (See annex 3) Once the request and the consent of the authority of 28 de Septiembre, the researcher proceeded to schedule a time to apply of the instruments with the Principal and Coordinator of the English area. (See annex 4)

Before the application of the instruments, the participants were informed of the letter of consent, the objectives of the research, and the approximate time of its development. (See annex 5) On the one hand, the interview with the authorities lasted 15 minutes, while the survey with the students lasted 20 minutes. The survey response was young students (average of 7 years old). The tutor and the English teacher supervised it. It should be noted that to get more accurate responses; multiple choice questions were used to facilitate the

process, and to avoid misunderstandings, they were translated into Spanish. The quantitative and qualitative components of the study were considered for data analysis. Then, tabulation was done. Consequently, the description and discussions. Finally, all the information was necessary to design the final proposal.

CHAPTER III: ANALYSIS AND DISCUSSION

This section explains the analysis results obtained from the data collected and discusses the final findings. This study was conducted through an interview with the Principal of the School and the coordinator and teacher tutor of the third-grade English area (in this case, the same person). While that for 3rd-grade students, a survey was applied. This process was performed to learn about the institution's EFL teaching and learning process. The questions focused on listening comprehension skills and the influences of nonverbal language strategies. In addition, to establish the learners' preferences of activities in class.

3.1. Qualitative interpretation of the interview

3.1.1. Principal's Interview translated into English.

Question 1. Do you consider that the elementary sub-level third-grade students of EGB reach level A1? Yes / No/ Why?

Well, according to the standards requested by the Ministry of Education, it is a very high level. Therefore, the children need to be in a position to reach the desired level. First of all, this was a situation because last year we had a problem with a lack of English teachers for the first and second grades. Furthermore, we come from a Pandemic in the last period, where we had more than half a year of virtual classes that the students need to pay attention to, and many students do not attend. And only half a year we have presential class, and until they adapt again, it really was difficult. That also made it very difficult for us to catch up. So, this was the first year after the pandemic that we were fully presential, so it could be said that this situation did not allow the students to perform at their best as intended in the standards.

Question 2. From your point of view, the institution has the necessary resources and material for students to achieve an appropriate development of the process of teaching English as a foreign language?

Well, if it would be an audiovisual laboratory designated for the English area, we don't have it. The institution does not count more than the teachers with their personal resources to say it, such as a speaker, tape recorder, or audio videos no more, hence other resources that the teachers do not have.

Question 3. Into the foreign language, English, there are four skills: speaking, listening, reading, and writing which is the most difficult?

In the language, I think that listening and repetition are the most important and difficult; I am not saying that the other skills don't matter, but that if the children or we do not understand what they tell us, we cannot respond or learn. I think they can develop those language skills; reading, writing, and reading are not easy, but they can be done.

Question 4. In your opinion, do nonverbal language skills favor the development of foreign language skills?

Yes, human beings also learn from body language, from signs, clues, gestures, and movements, we also learn. This is useful when the children are in that learning process, and the teacher has to implement strategies that attract attention, and one of them is nonverbal language.

Question 5. Do you consider it beneficial to use a guide of nonverbal language strategies in order to improve the level of listening comprehension of the foreign language?

Of course, yes, it would be very helpful for all teacher in this area to take an example or base new ideas for their planning. It would be ideal if these strategies help them better develop our students' language.

3.1.2. Principal´s interview interpretation and analysis.

According to MSc. Nubia Trejo, principal of the 28 de Septiembre, states that third-grade students still need to reach the international standards CEFR, A1 level required by the National Curriculum Ecuadorian. Due to different factors, first, the students of third grade attended virtual classes for around two years of COVID-19, and when they returned to presential class, it was difficult to adapt. Also, mention is that institutions don't have resources or specific places to teach English. The unique material is for the personal use of teachers.

On the other hand, she points out that communication skills are complicated in learning a new language, and she considers that the most difficult skill to learn is to understand what is heard and then continue with the process, in her opinion. She said that nonverbal language strategies favor the development of human beings' abilities, especially when it comes to EYL; this can awaken the interest of students. Therefore, she concludes that it is always good to use any material that allows the development of their studies. For this reason, it is necessary to consider a didactic guide that explains and helps the students plan their classes.

3.2. English Teacher and Coordinator Interview for English area

According to the parameters established by Ministerio de Educación (2017), the proficiency level of Educación General Básica Elemental learners must have an A1 according to the Common European Framework References (CEFR).

Question1. From your point of view, is this objective achieved nowadays? Yes / No? Why?

According to my point of view, sometimes we have this objective. However, the time of going with this is a negative for students; they need more time to perform these skills.

Question2. Based on your experience, what is the main problem in students developing oral communication?

I think their principal problem is fear because they are afraid to talk and to make mistakes. They are also ashamed and do not feel sure how to express themselves correctly.

Question3. In your opinion, what are the most common strategies used in the English classroom to develop oral communication skills in third-grade students?

The most common strategies I use in class to develop communication are singing songs and playing games, where students participate using target language and asking questions.

Question 4. According to your experience, which activities do students like the most?

From my experience, the students like to sing songs because they feel free to sing and dance. They have a lot of fun with this activity. Another activity they enjoy is when I tell them stories because they get excited and look forward to the end.

Question 5. Do you consider nonverbal linguistic strategies to be helpful in improving the level of listening comprehension? Yes /No Why?

I like to use everything relating to gestures because it is evident that children understand better, so nonverbal linguistics strategies should be helpful for them to develop skills. It is also a fun way to learn.

Question 6. As a coordinator, do you consider it important for the teachers to apply a guide of nonverbal language strategies to improve listening comprehension at the English level of students?

As teachers, we must consider using new suggestions, ideas, or any material that develops and improves learning in listening to students.

3.2.1. English Teacher and Coordinator´s Interview Interpretation and Analysis.

According to the coordinator of the area and English teacher 8in this case, the same person) Major Ximena Bedoya, the English teacher of the third grade, says the children currently need to reach the A1 level required by MINEDUC due to the short time the children receive class per week.

She mentions that based on her experience, the main problem in the development of communication, in this case, listening skills, is the fear of being embarrassed by mistakes, and this prevents them from being able to speak. Also, mention that one of her activities to break the tension is dancing and games where the students spontaneously participate using the target language without fear for a moment. In addition, the children feel free.

We can note that these activities are related to the corporal experience, which indicates that nonverbal language is a protagonist in the morning. Based on her experience and knowledge, she noticed that these strategies help to hide and internalize information since they can encode information through gestures. Finally, she believes it would be helpful

to develop a didactic guide where the strategies are specified and then be able to apply them in the classroom.

3.3. Quantitative Interpretation of Survey from Students

3.3.1. Results of Student´s Survey

Question1. Do you think it is important to learn English?

Figure 5. *Importance of learning English.*

Do you think it is important to learn English?

0, 0%

101, **100%**

■ **Yes**   ■ **No**
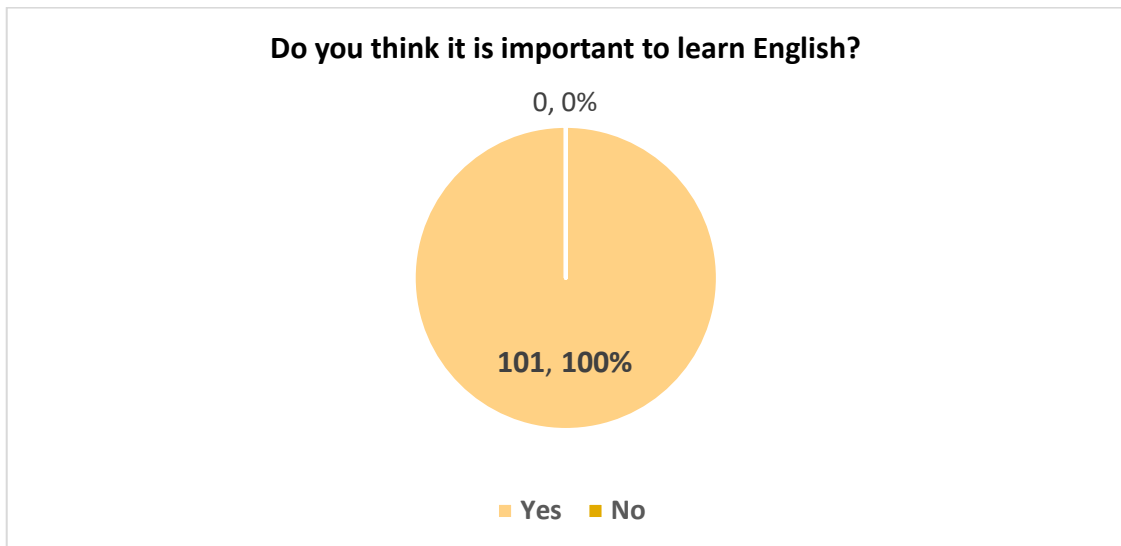
Note: researcher elaboration. Source: students survey 2023

The first pie chart represents the importance of learning English as a second language in third-grade students, which shows a consensus among all young learners in the sample. The graph shows a single full circle representing 100%. In sum, the perception of this graph highlights the relevance of learning English in today's world to future educational and employment opportunities. In this part, it is important to mention that if children are interested in L2, it will be a more straightforward learning process; therefore, this information was essential to conduct this study.

Question2. Do you like to participate in English classes?

Figure 6. *Level of students' participation in class*
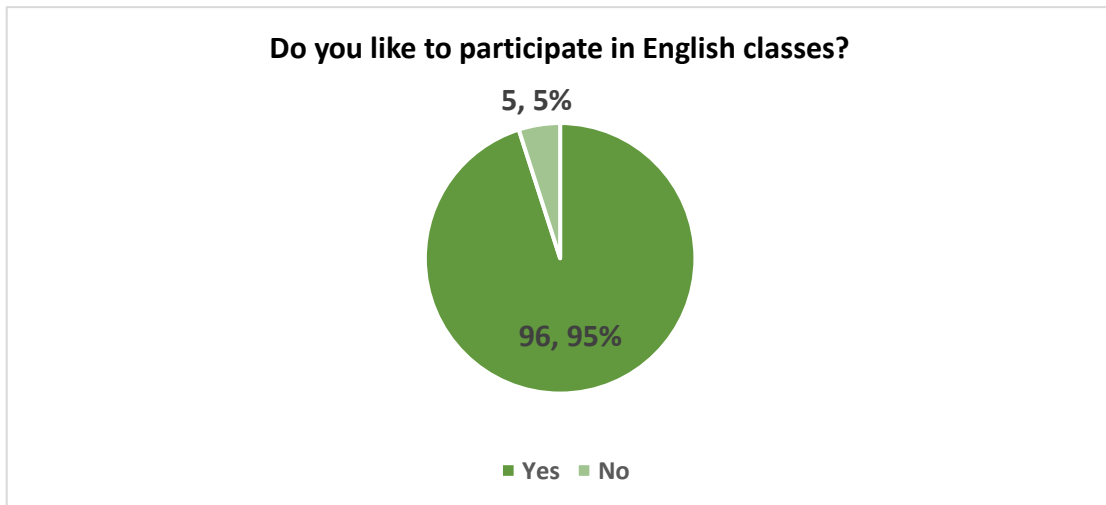
Note: researcher elaboration. Source: students survey 2023

This pie chart will illustrate the level of students' participation in class. It represents the large proportion of participants who enjoy and dislike participating. According to the graph, 95% of the population indicates that students enjoy participating in classroom activities. Conversely, the minor part, with just 5%, shows those with a contrary opinion. To conclude, this graph indicates a strong preference for active participation in learning, highlighting the majority's enthusiasm; taking this information in consideration is essential for teachers to meet the needs of all students, and for this purpose, it is necessary to adapt the activities so that students are encouraged to participate and to foster effective communication to learn consequently.

Question3. Do you understand when the teacher speaks to you in English?

Figure 7. *Understand the target language.*

Do you understand when the teacher speaks to you in English?

15, 15%

24, 24%

62, 61%

■ Yes ■ No ■ Sometimes
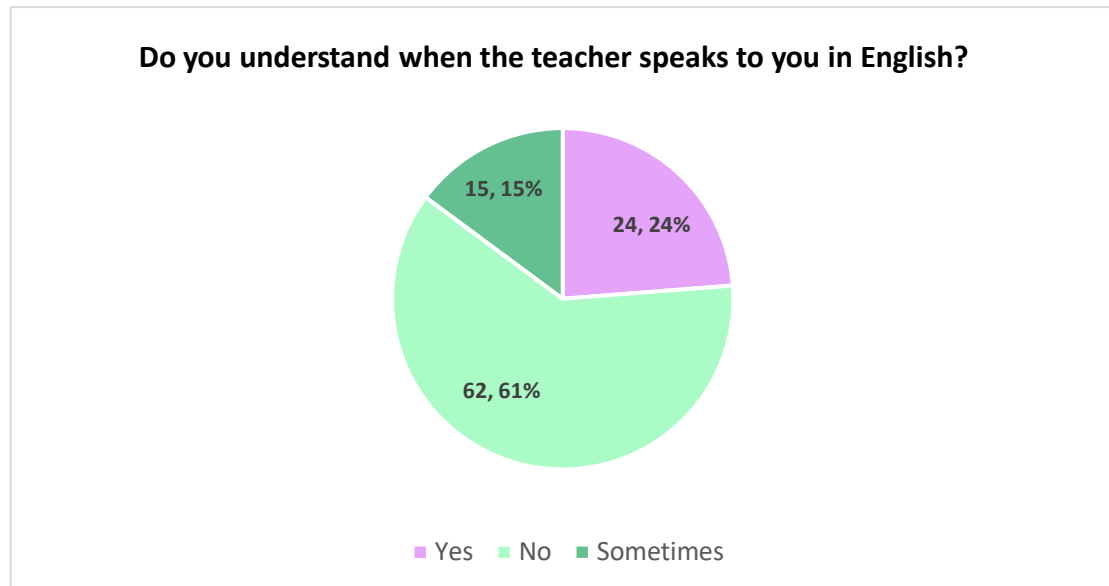
Note: researcher elaboration. Source: students survey 2023

The following pie chart shows the results of the survey question about students´ understanding of the teacher's use of English in the classroom (without nonverbal language); according to the responders, more than half percent, 65%, which indicates that they do not understand anything when teacher use exclusively target language. In contrast, 24% indicated that they understand, while 15% indicated that they only understand occasionally. This data reflects of using inclusive teaching strategies since the results emphasize the need to improve teaching strategies to ensure effective classroom communication and facilitate the language learning process for students.

Question 4. Do you think that the gestures, body language, dance, and mime used by the teachers in class can help to better understand the content of the information?

Figure 8. *Use of nonverbal language in teaching*

Do you think that the gestures, body language, dance and mime, used by the teacher in class can help to better undestand the context of the information?

3, 3%
3, 3%
2, 2%
93, 92%

■ A lot   ■ A little bit   ■ Not at all   ■ No votes
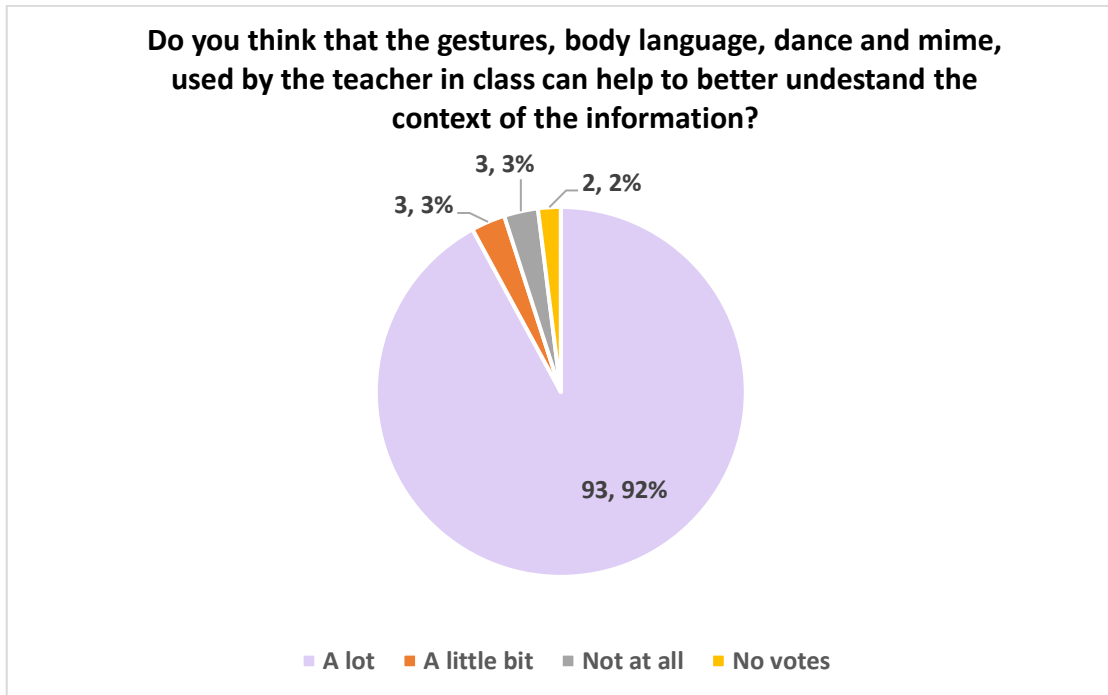
Note: researcher elaboration. Source: students survey 2023

      The pie chart above shows students' perceptions about using nonverbal language in teaching. The data show that 92% of the participants consider using nonverbal language helpful and necessary in education. On the other hand, 3% believe it is useful only a little bit, indicating that a small group considers its impact limited but still relevant. Another 3% think that is unnecessary. Finally, 2% did not express an opinion. Overall, from this chart, a large majority see nonverbal language such as gestures, mime, dance, facial expressions, and body language as a powerful tool for improving understanding in the learning process, which emphasizes its importance in the educational context and suggests that its effective use in class can significantly benefit student learning.

Question 5. How often does your teacher use activities related to listening comprehension?

Figure 9. *Frequency of listening comprehension activities in class*
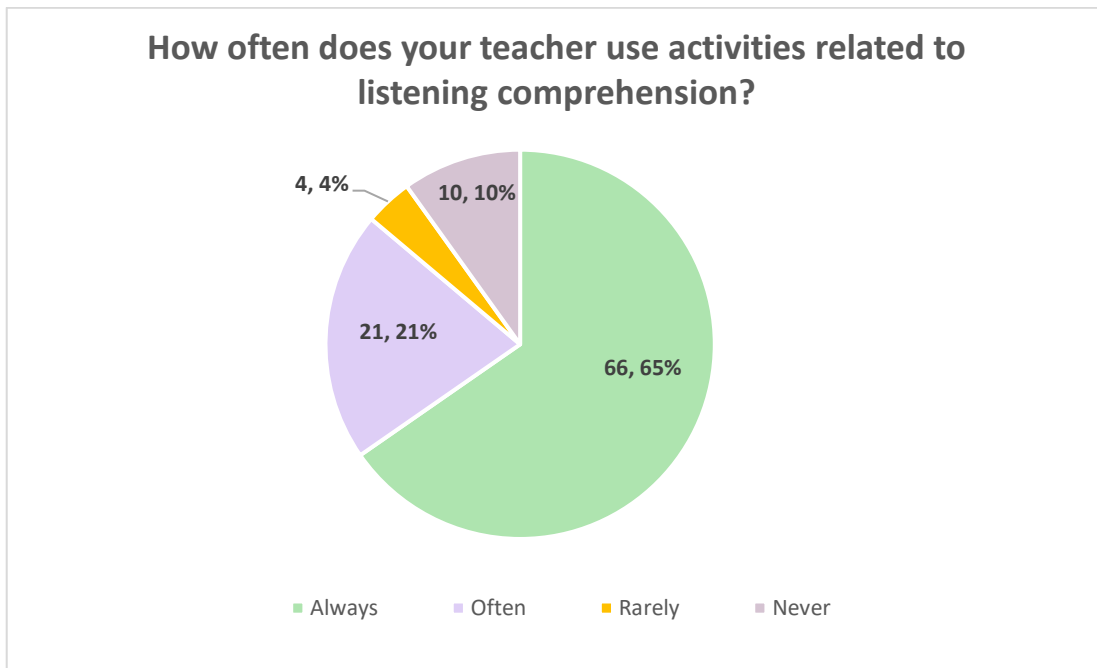
Note: researcher elaboration. Source: students survey 2023

The above pie chart represents the frequency of use of listening comprehension activities in class. It shows different levels of use of these activities. The most students, 65%, mention that teachers always incorporated listening activities in class. From this graph, 31% believe that just often or rarely, the teacher realizes activities focus on listening, which means that it is present but is not a central part of teaching. Finally, a minor percentage, with 4% of respondents, that teacher never uses these activities. In conclusion, the data reveals the importance of consistently integrating listening activities into the teaching process to promote the improvement of comprehension students. It is noteworthy that listening activities taken in the count are related to nonverbal language, e.g., storytelling, charades, and songs; this information was explained to the students previously.

Question 6. Choose your favorite activities that the teacher uses in the English class?

Figure 10. *Influence the nonverbal language in listening comprehension activities.*
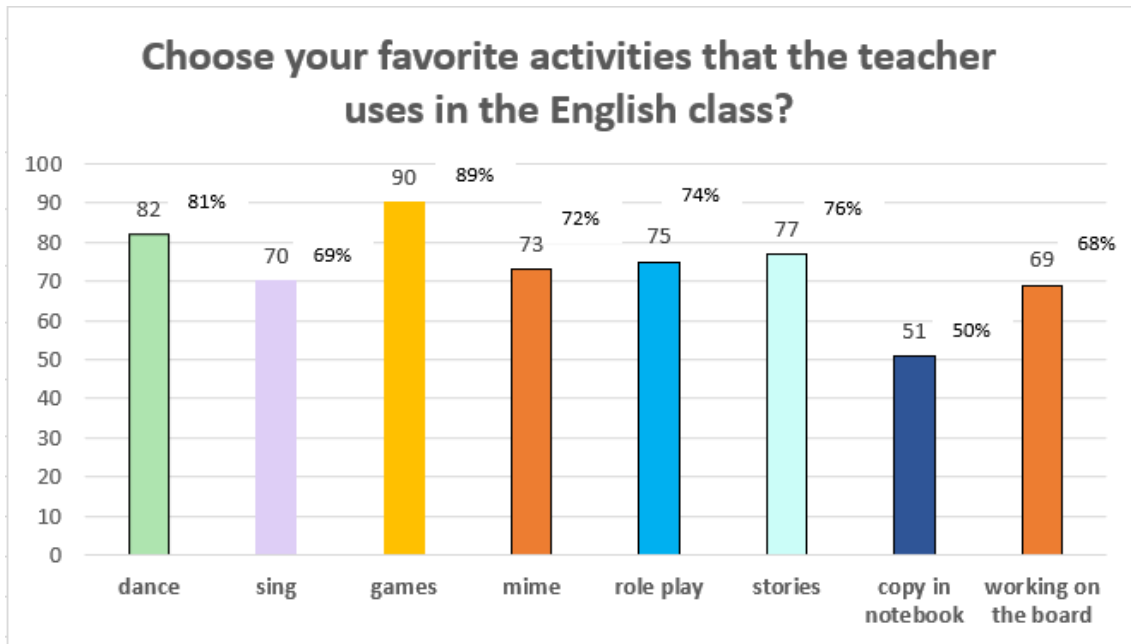
Note: researcher elaboration. Source: students survey 2023

The last pie chart deals with the influence of nonverbal language in listening comprehension activities that students prefer to perform in class. It has a different option. The most popular activity is dancing, with 81% of the population choosing it as their favorite, indicating their liking for expression corporal as a form of communication. It is closely followed by singing; 70% of students enjoy expressing themselves through music and voice, this one is clearly elated with the previous activity. The game is another activity of their favorites., which 90% prefer. Mime is another valued option, with around 74% appreciating the ability to communicate without words.

Likewise, role play is chosen by 76%, reflecting an interest in acting out different characters and situations. In this case, storytelling has a higher portion, with 77%, since this activity is considered relevant because the English teacher often conveys their stories with nonverbal language. While 69% enjoy actively participation on the board, showing a preference for interaction and writing as a means of expression. Interestingly, a more passive activity, copying in a notebook, is less popular. Only 51% of students prefer to sit and copy.

In summary, the results show that the population strongly prefers activities involving body expression, interaction, and creativity, highlighting the importance of implying activities related to nonverbal language in second language teaching to promote the four skills, especially listening comprehension. Furthermore, these activities allow more dynamic and participatory learning.

3.3.2. Students Survey Summary

The results obtained from the third-grade students of the 28 de Septiembre school have been of great relevance for this research in the first question regarding the importance of learning English as an L2, which 100% of participants believe is important. Know this language, and they reflect it in class participation, as mentioned in the second question, where most of the students enjoy active participation. However, in the third question about understanding the teacher when speaking only the target language (without nonverbal language), 61% responded that they do not understand, which limits the learning process and generates uncertainty among them; that is one of the factors that delay the process of acquiring the EFL.

To solve this problem, the fourth question is based on whether the students understand and capture the information in a better way when a teacher uses gestures while speaking, and 92% answered that they do understand thanks to nonverbal language, which leads to the fourth question, about the frequency in which teacher carry out listening activities, the result was 65% of the population said that listening's activities are almost always included in the class, that means that teacher include and follow the curriculum national.

Finally, in question six, students choose their favorite activities used by the teacher in English, such as dancing, singing, games, mime, role-play, storytelling, copying in the notebook, and active participation on the board. It found that 89% prefer active activities during class, such as dance, which shows that students are more interested in activities related to nonverbal language strategies.

3.4. Discussion

The data collected, and criteria gathered from the instruments applied to the third-grade students of the 28 de Septiembre school, the teachers, and the authorities provide fundamental information supporting this research. Based on the information, all the participants agree that learning English is important, and they believe that listening is the most complicated skill in English as a Foreign Language. According to the expert Walker (2014), listening is the most challenging skill to teach because of the long process and its implications, and it is at a significant disadvantage to the other three communicative skills because of the lack of study and, therefore, the slightest understanding.

Although the teachers worry about exposing students to the target language in their lessons, more is needed due to the country's context. Another situation to take into account is the need for more material and resources, in addition to the fact that there is no particular place for the English area in the educational institution.   Consequently, students need help understanding the second language; for this reason, they could feel unmotivated to learn it.

Furthermore, students' survey showed that their favorite activities used by teachers in class with the language are "dance, sing, mime, and role play." Those activities are some of the strategies that teachers can use if they apply nonverbal language in their classes. Frequently, these activities are related to speaking skills; however, taken into the previous information, they need listening comprehension skills to speak. Moreover, in the teacher's opinion, those activities amuse students. Therefore, if they use them in class, students will be more motivated and interested in learning the target language.

Consequently, based on the theoretical framework and information collected during the research from the teacher, English coordinator, and students where this research project was carried out, it is necessary to develop a guide based on non-verbal language to develop listening comprehension skills and take third-grade students to an A1 level as established in the current curriculum of Ecuador.

Due to the coincidences in the points of view regarding the relationship between nonverbal language and listening skills in foreign language acquisition, it is affirmed that the teaching of these strategies in the process of second language acquisition requires the interaction of cognitive bases and above all the excellent relationship of the members of the educational establishment, i.e., teachers and students. (Congo Maldonado et al., 2018)

CHAPTER IV: ACADEMIC PROPOSAL

This section displays the academic research proposal aimed at improving the third-grade students' English listening comprehension skills at 28 de Septiembre School using nonverbal language strategies in EFL class. It is worth mentioning that this proposal was designed considering the findings obtained from teachers' interviews and student surveys and the theoretical foundation regarding nonverbal language strategies to enhance the learner's listening skills.

4.1. Title

LET'S LEARN ENGLISH WITH NONVERBAL LANGUAGE STRATEGIES

DIDACTIC GUIDE

4.2. Introduction

The present proposal was designed to improve listening skills and thus contribute to teaching English as a second language to third-grade students of the 28 de Septiembre school. The main objective of this guide is to improve listening comprehension through nonverbal language strategies. The following is a series of non-verbal linguistic strategies that teachers can use during English classes and provide an opportunity to help students learn and understand in a fun, practical, and effective way. This guide includes various nonverbal language activities and exercises that were carefully selected based on the student's preferences, and this information was obtained during the data collection phase of this research.

4.3. Justification

Given the significant challenge of language acquisition and language development in students, it is essential to identify specific activities that will effectively improve listening skills and increase students' motivation to learn. This project will serve as a guide for teachers, will make it easier for teachers to teach new knowledge, and, as a result, will increase students' linguistic competence and willingness to communicate.

4.4. Objectives

4.4.1. General Objective

- Improve students' English listening comprehension using nonverbal language mime strategies.

4.4.2. Specific objectives

- Create appropriate nonverbal language activities based on learners' interests to improve comprehension in communication and interaction between teachers and students.
- Develop a teacher guide using topics that young learners must know according to A1 level descriptions established in the Common European Framework of Reference for Languages (CERF) and Modules of Minister of Education Ecuadorian.
- Provide opportunities for students to improve individual listening comprehension skills using different activities of nonverbal language.

LET'S LEARN
USING
Non-verbal Language

SCHOOL

DIDACTIC GUIDE

Introduction

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Justification

Given the significant challenge of language acquisition and language development in students, it is essential to identify specific activities that will effectively improve listening skills and increase students' motivation to learn. This project will serve as a guide for teachers, making it easier for them to teach new knowledge, and, as a result, it will increase students' linguistic competence and willingness to communicate.

Objectives

General Objectives

- Improve students' listening comprehension in English using non-verbal language strategies.

Specifics objectives

- Create appropriate nonverbal language activities based on learners' interests to improve comprehension in communication and interaction between teachers and students.

- Develop a teacher's guide using topics that young learners must know according to A1 level descriptions established in the Common European Framework of Reference for Languages (CERF) and Modules of Minister of Education Ecuadorian.

- Provide opportunities for students to improve individual listening comprehension skills using different activities of nonverbal language. (storytelling, gestures, songs, and mime)

CONTENTS

Scope and Sequence

UNIT 1

All about me

Objectives

- ⊘ Use personal pronouns
- ⊘ Use short phrases to introduce yourself.
- ⊘ Use simple phrases to explain daily activities.

Resources

- ⊘ Board
- ⊘ Flashcards
- ⊘ Worksheets

Description of CEFR

Descriptor Scale

Understanding :

- Can understand some expressions when people are discussing them, family, school, hobbies, or surroundings, provided the delivery is slow and clear.

- Level: A1
- Ages: 6-9

6

Strategy: Hand movements and facial expressions

Use simple and engaging hand movements that can help maintain their attention and make your introduction more meaningful..

Teacher's Roles

It is essential to establish and explain the nonverbal cues to be used at the beginning of the class so that everyone understands their meaning.

COUNTING FINGERS:

If you want to share facts with numbers, you can use your fingers to count and emphasize the information.
For example, "I am 4 years ago." while holding up four fingers.

Be sure to maintain eye contact with the students to engage them further.

Student's Roles

Pay attention to the teacher's instructions.

HAND SIGNALS

Understand and identify hand movements and use them to express their ideas.

NATURAL GESTURES

-Can use their specific hand movements to demonstrate the meaning of vocabulary.

-Talk about themselves, using facial expressions to reinforce the information.

Objective:
At the end of the lesson, students will be able to use short phrases to talk about themselves in a short presentation.

Pre-listening

THIS IS ME

Hello!
My name is Ariel.
I am 7 years old.
I love to read.
I like apples.

Activity 1: Paste your photo and introduce yourself to Ariel and to your classmates.

paste
here

GLUE

Hello!
1. **My name is_____.**
2. **I am _____ years old.**
3. **I love to _____.**
4. **I like _____.**

Activity 2: Listen, look and read.
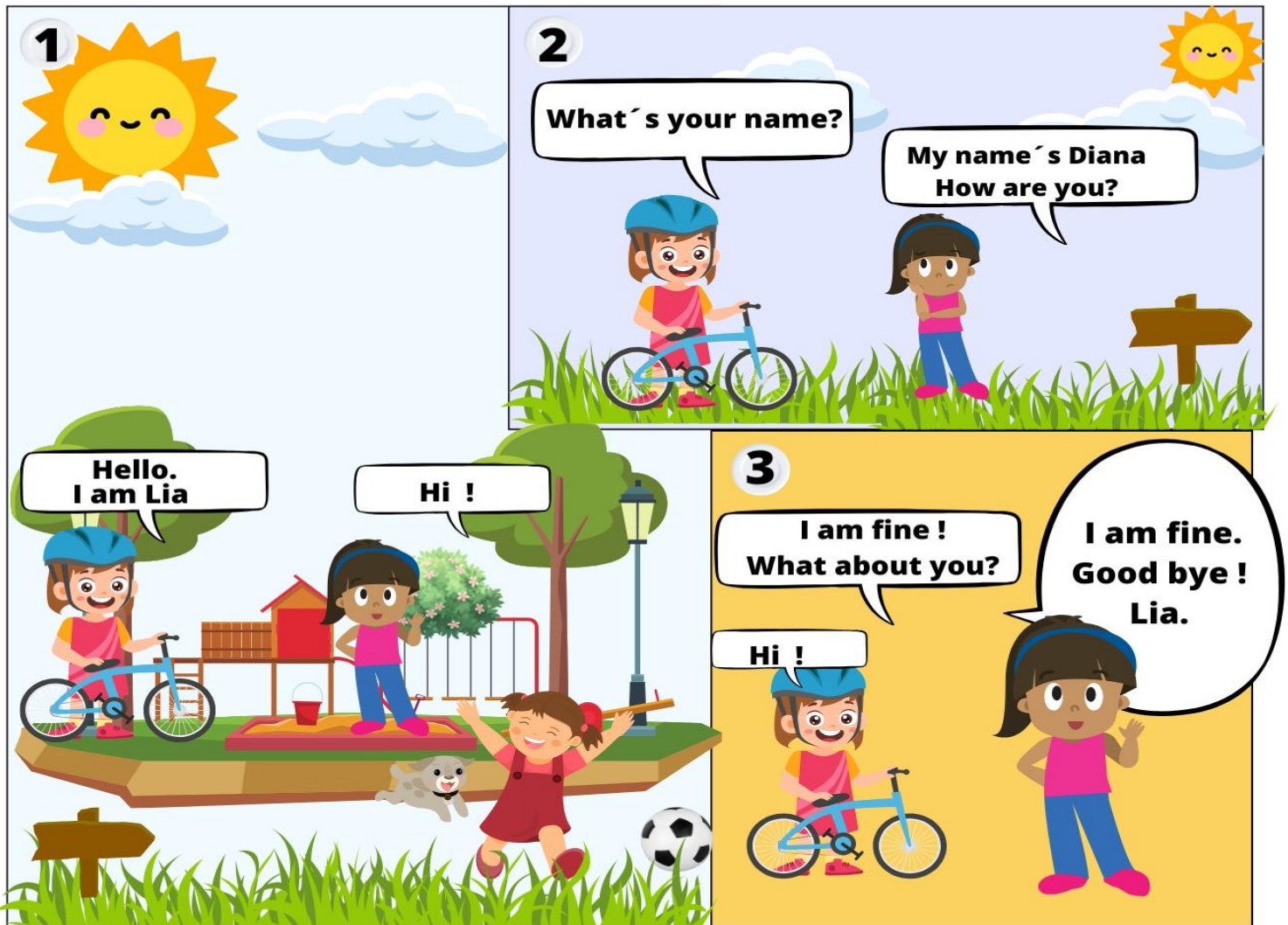
Activity 3: Listen and say.

Hello!
Hi
Good Morning
Good Afternoon
Good Night
How are you?

During

Activity 5: Listen and complete the gaps.

A: **Hi Martha!**
B: Hello _____. How old are _____?
A: **I am _____. What about _____?**
B: I am _____ years old.
A: **What is your favorite food?**
B: My favorite food is _____.
A: **Oh! That is delicious.**
B: What is yours?
A: **I love to eat _____.**

Activity 4: Listen to your partner and complete it. Work in pairs.

Hello!
My name is_____.
I am _____ years old.
My favorite animal is _____.
I love to eat _____.

Post-listening

Activity 6: Imitate your teacher and speak aloud your answer in front of the class. Do not forget to use non-verbal language.

♪ Sing the song ♪
What's Your Name?

https://n9.cl/d49du

Strategy: Mini puppets (Fingers)

It helps to develop essential skills in the language. Moreover, students can improve their emotional, social, and communication abilities, all through body, movement, tone of voice, and expressiveness.

Teacher's Roles

Students will develop their imagination, spontaneity, and creativiry through puppets.

1. FACILITATOR

- Creates a good atmosphere.
- Provides different resources to students to practice the language.
- Encourage student's autonomy.

2. MOTIVATOR AND ENCOURAGER

- Encourage students to participate actively during the class.
- Plan funny activities.
- Use students likes.

Student's Roles

Pay attention to the teacher's instructions.

ACTIVE PARTICIPATION

- Pay attention
- Participate during the class.
- Use their body language .
- Work in group.
- Divide responsibilities among them.

11

60 minutes

Objective:
At the end of the lesson, students will be able to identify the family members and use the correct personal pronouns to replace them.

Pre-listening

MY FAMILY

Activity 1: Look at your teacher and guess, Who she is.

Sing the song
Finger Family

https://n9.cl/yf6w1

Activity 2: Listen and check.

1. mother / father
2. father / baby
3. father / mother
4. sister / brother
5. father / brother
6. grandfather / grandmother ✓

12

Activity 3: Replace the names with the correct personal pronoun.

personal pronouns

| I |
| You |
| She |
| He |
| It |
| They |
| We |

1. Martha — I

2. Ariel — _____

3. Gina and Alexis — _____

4. Fernanda, José and I — _____

5. Peter and Saul — _____

6. Saul — _____

7. My dog — _____

8. The cats — _____

Activity 4: Match the pictures with their names.

Mother

Father

Sister

Brother

Grandma

Grandpa

During
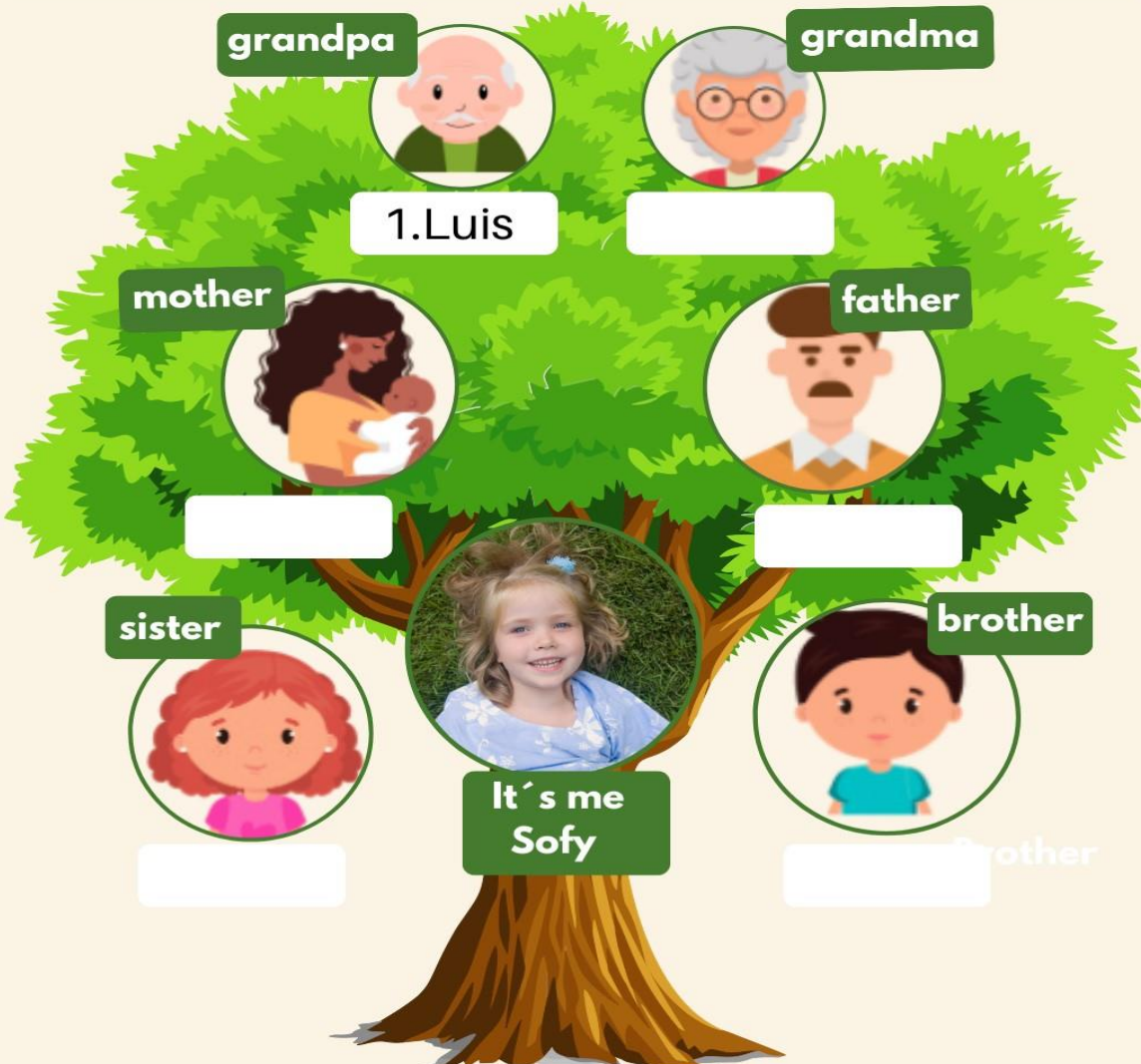
Activity 5: Play and learn!
Listen to your teacher and repeat.

WHO IS SHE ?

1	**2**
3	**4**

She is my mother.

Activity 6: Listen and write the names of family members.

Luis-Rose-Piedad-Gabriela-Andrew-Wilson

grandpa

grandma

1.Luis

mother

father

sister

It´s me
Sofy

brother

brother

Post-listening

Activity 5: Create your family tree. Present it in front of the class. You can act like each member of your family using body language or imitating them.

My Family Tree

H
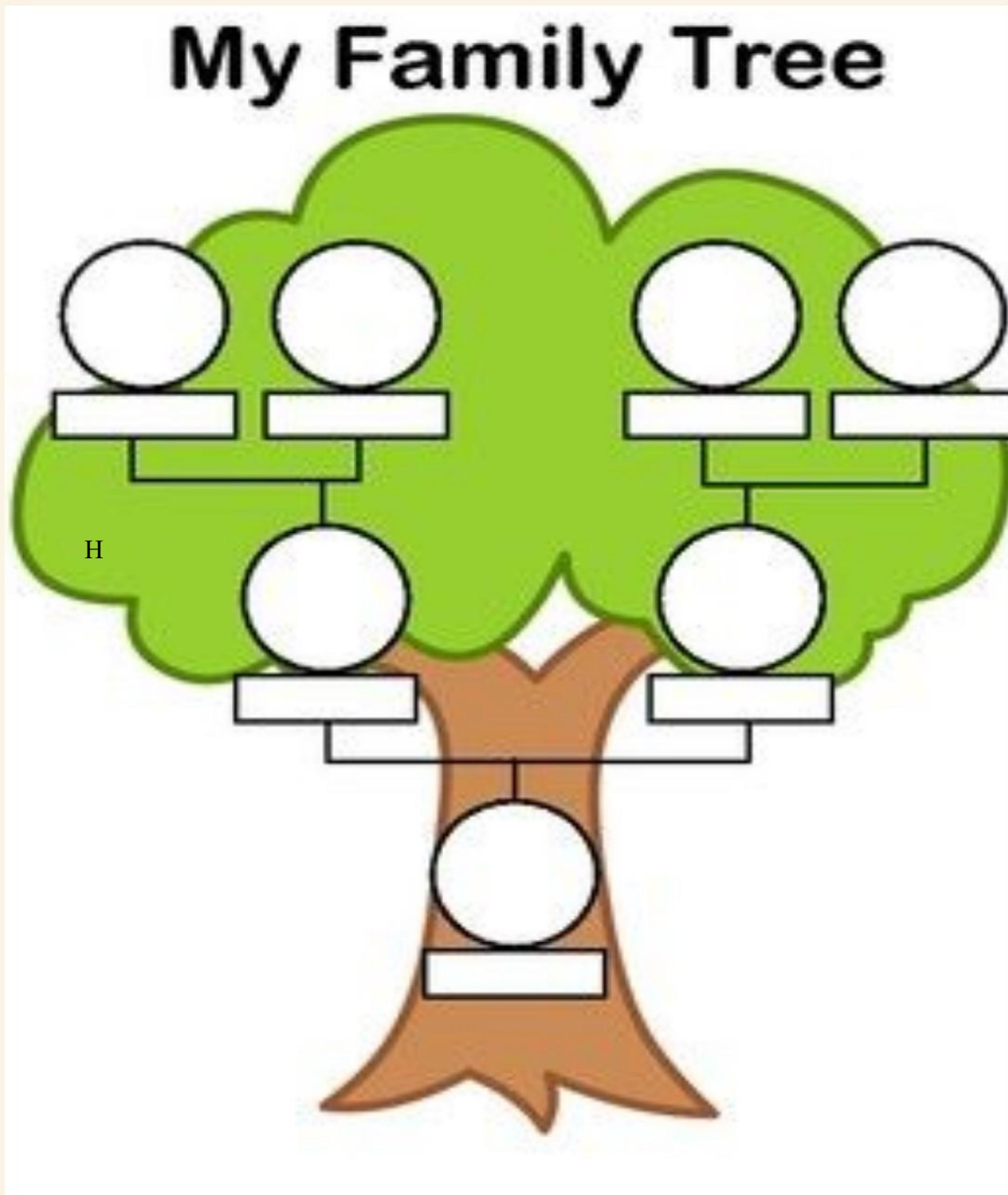
Strategy: Act and Sing

The songs are strongly linked to body movements. They are also components of language fluency, which involves both knowing what to say and learning new vocabulary, and giving meaning to a text.

Teacher's Roles

The teacher is the guide of the class and has the responsibility to organize a simple dance that involves specific movements for each body part.

TONE OF VOICE

-Uses his/her voice and body to model the correct pronunciation of the words and the movements associated with each body part while singing.

-Encourages students to actively participate in the lesson.

LEADER

-Explain and repeat vocabulary related to body parts before, during, and after the musical activity.

Student's Roles

ACTIVE ROLE

Actively participate in the activity, following the teacher's directions and singing the songs related to body parts.

Listen and pay attention to the correct pronunciation of the words and the teacher's instructions.

Sing in unison with the teacher and play the different parts of the body it names, while following the rhythm of the music.

40 minutes

Objective:
At the end of the lesson, students will be able to recognize the body parts and complete a worksheet by listening and audio.

Pre-listening
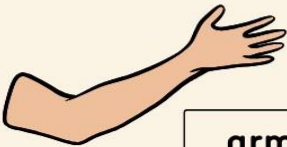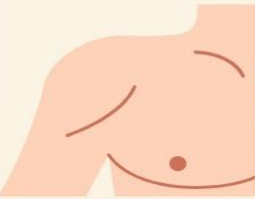
MY BODY

Activity 1: Stand up and move.

Play and sing.
Body Parts Song
Little sailor

https://n9.cl/6enkw
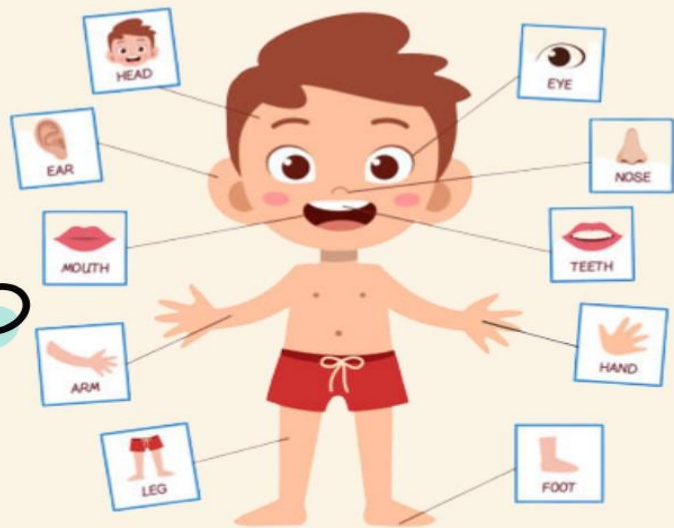
Activity 2: Listen and number.

arm	shoulder	mouth
legs	hand	nose
knee	1. eyes / head	ear

17

Activity 3: Complete the names of the body parts.

1. head
_____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____
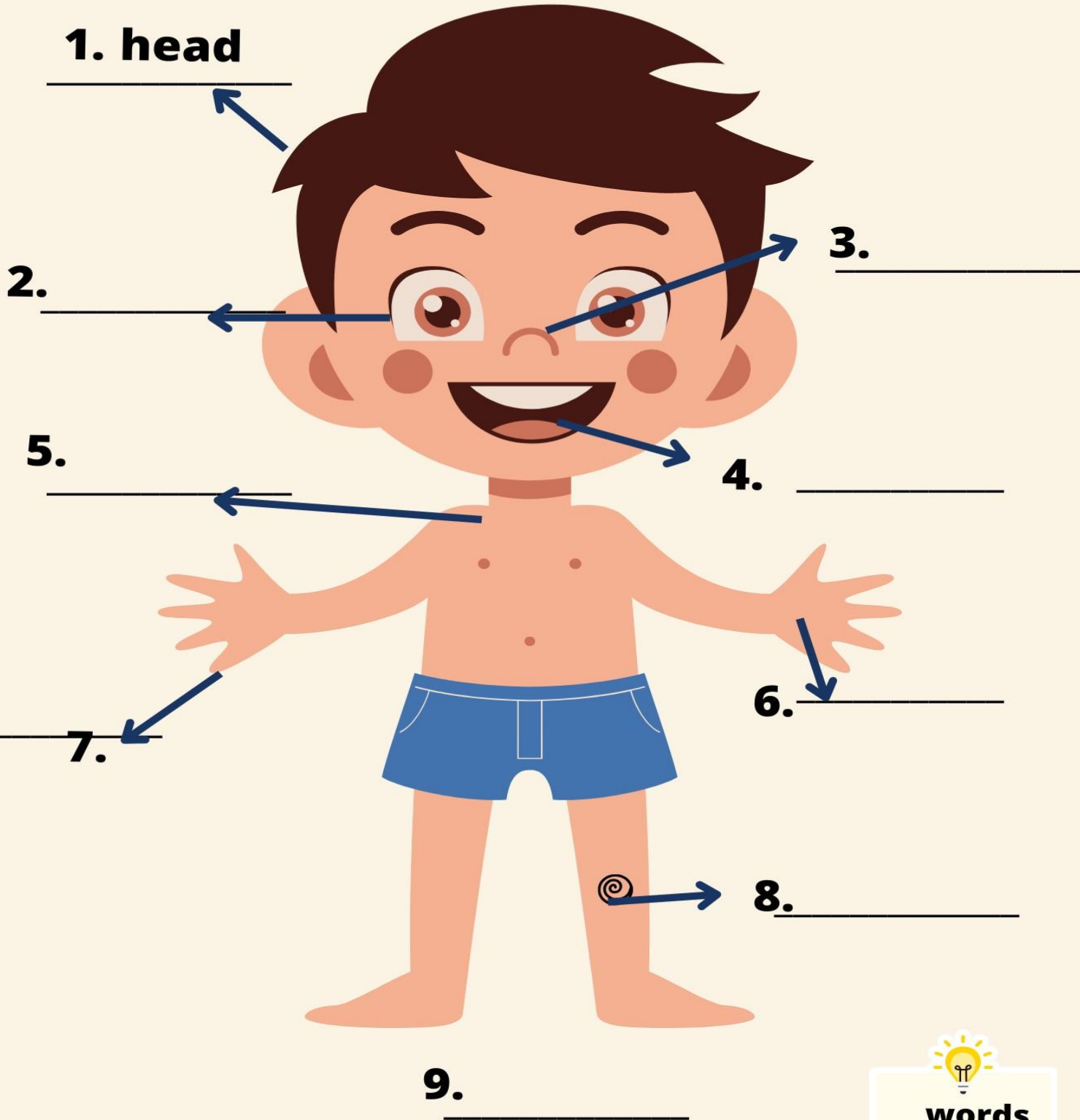
words Bank

- Head
- shoulder
- hand
- knee
- foot
- fingers
- eyes
- mouth
- nose

18

During

Activity 4: Listen to your teacher and write the missing letters.

- This is my a_m.
- Susana has two h _ nd _.
- Misael is very talk. He has a big h_ad.
- My _ y _ s are brown.
- I can touch my n _ s _.
- I dance with my s _ ou _ de _ s.

Post-listening

Activity 5: Stand up and move!

Let's play: Body Parts-treasure hunt

• Ask the children to stand up and form a circle.
•Call out a body part, and the children must quickly touch that body part on their own bodies

- **Ex. Touch your elbow!**

Extra Activity

Listen to your teacher and discover the words.

mouthtulfgtedooaeyespowaqhearsovvzarhnostulfgtednosepowaqheityhheadojxvzath

Strategy: Riddles

Riddles are an educational resource for developing language, memory, concentration, and reasoning.
It involves figurative language, metaphors, and gesture comparisons. By listening and repeating, children learn new words and expressions.

Teacher's Roles

1. MEDIATING ROLE

- Facilitates learning
- Resolves conflicts
- Animates, energizes, and facilitates
- Creates a good atmosphere.
- Encourage student autonomy.

2. ENCOURAGER

- Encourage students to participate actively during the class.
- Plan funny activities.
- Use contextual sings.

Student's Roles

ACTIVE PARTICIPATION

- Listen carefully
- Pay attention
- Participate during the class.
- Use their body language.
- Work in group.
- Follow teachers instructions and solves the activities

20

40 minutes

Objective:
At the end of the lesson, students will be able to recognize words and short phrases about simple everyday activities, either heard in isolation or with simple oral texts.

Pre-listening

HOBBIES

Activity 1: Listen and repeat.

play soccer

listen to music

read

draw

play the piano

sing

walk

ride a bike

Swim

During

Activity 2: Listen and circle the correct name of the picture. Repeat the action with your teacher.

play basketball / soccer

watch Tv / listen to music

read / speak

write / draw

play the piano / tennis

dance / sing

walk / jump

swim / jump

ride a horse / bike

Activity 3: Write the correct action verbs .

1	play soccer	**6**	
2		**7**	
3		**8**	
4		**9**	
5			

22

Activity 4: What do you listen? Number.

Post-listening

Activity 5: Listen to your teacher and draw the correct hobby. Look at this example:

Teacher: -Ex. This hobby involves using colors and paper to create beautiful pictures. What hobby is it?"

Teacher: This hobby involves paper and letters, and with imagination, the characters come to life. What hobby is it?

Teacher: This hobby is a very famous sport, on the court or in the park I play, with a ball at my feet. What hobby is it?"

LISTENING COMPREHENSION RUBRIC

Name: **Date:**

Instructions: Observe and assess each student during the listening activity. This rubric will help you identify progress and students' weaknesses and determine how you can improve.

Category	1. Insufficient	2. Basic	3. Proficient
Comprehension	Difficult to understand basic spoken words and phrese.	Can understand some simple spoken words and phrases but may requeires repetition or feedback.	Comprehends most basic spoken words and phrases without difficulty.
Vocabulary	Limited, and they struggle to recognize common words.	Recognizes basic vocabulary and can identify short phrases.	Demonstrates a good grasp of basic vocabulary and can effectively identify a variety of words and phrases.
Listening	Struggles to follw spoken instructions.	The student metimes can follow simple instructions.	Accurately follows complex oral instructions.
Nonverbal language	Relies heavily on contextual clues and gestures to understand the content.	Uses contextual clues to make sense of the content.	Uses contextual clues effectively and gestures to aid comprehension.
Response	Unable to respond to questions or prompts.	Answer with complete sentences but may make mistakes.	Responds with accurate and detailed sentences

Overall Score	1-5	6-10	11-15

Observations:

_____

_____

_____

24

UNIT 2

ANIMALS

Objectives

- ⊘ Use adjectives to describe animals.
- ⊘ Use a and an article correctly.
- ⊘ Give descriptions.

Resources

- ⊘ Board
- ⊘ Flashcards
- ⊘ Worksheets

Description of CEFR

Descriptor Scale

Understanding :

- Can understand some expressions when people are discussing them, family, school, hobbies, or surroundings, provided the delivery is slow and clear.

- Level: A1
- Ages: 6-9

25

Strategy: Animal Charades

This strategy uses acting as the main focus, miming words or phrases related to a specific lesson or topic, in this case, Animals. It helps them internalize and remember the meaning of the words in a fun and meaningful way.

Teacher's Roles

Develop imagination, spontaneity and creativity through charades .

FACILITATOR

-Encourage the innate capacity of imitation and mimic through the performance of characteristics.

TONE OF VOICE

-Express behaviors by modulation tone of voice to express the animal sounds.

-Capture attention and stimulate concentration.

Student's Roles

Pay attention to the teacher's instructions.

ACTIVE PARTICIPATION

Students should be attentive and actively participate in the activity with the puppets.

Physically responds to instructions

Works in team

Identify each member of the family through the use of puppets and voice modification

Pre-listening

40 minutes

Objective:
At the end of the lesson, students will be able to recognize five to eight domestic animals and imitate them in a role-play.

DOMESTIC ANIMALS

Activity 1: Listen to your teacher and repeat.

DOG

DUCK

CAT

HORSE

SHEEP

DONKEY

RABBIT

COW

PIG

Activity 2: Complete the sentences with the words in the box.

big	small	cute	soft
noisy	lazy	fast	friendly
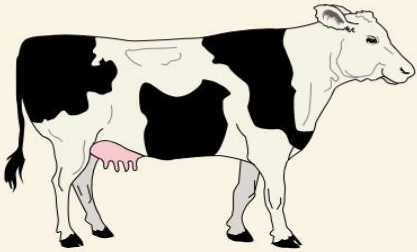
- My cow is very _____.

- His dog is _____.

- My cat is _____.

- Its chick is _____.

- Her donkey is _____.

- Rabbits are _____.

- My pig is very _____.

- This sheep is _____.

28
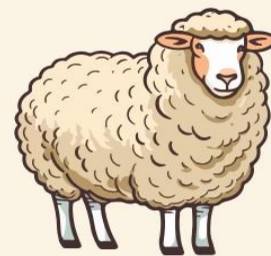
During

Activity 3: Listen to the different sounds and descriptions that your teacher is going to make and discover the animal. Circle the correct answer.

1 ttps://voca.ro/17YITEVVjDmL

2 https://voca.ro/17y7G1I6Dqb1

3 https://voca.ro/17Bee2OJhFAB

4 https://voca.ro/1gUoBl7ZItTh
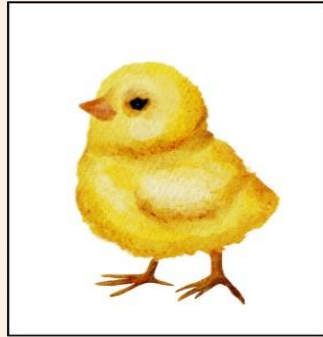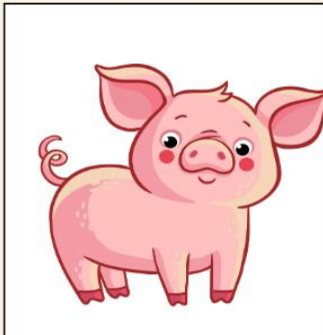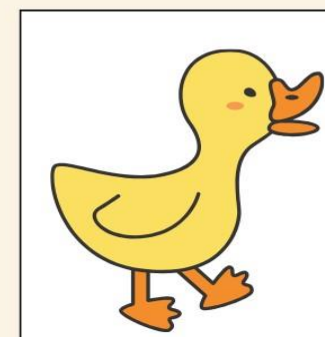
Post-listening

Let's play and learn

Activity 4:

Option 1

1. Draw your favorite domestic animal.
2. Write a very short description. Look at exercise 2.
3. Act like your favorite animal in front of the class.

_____

_____

_____

_____

_____
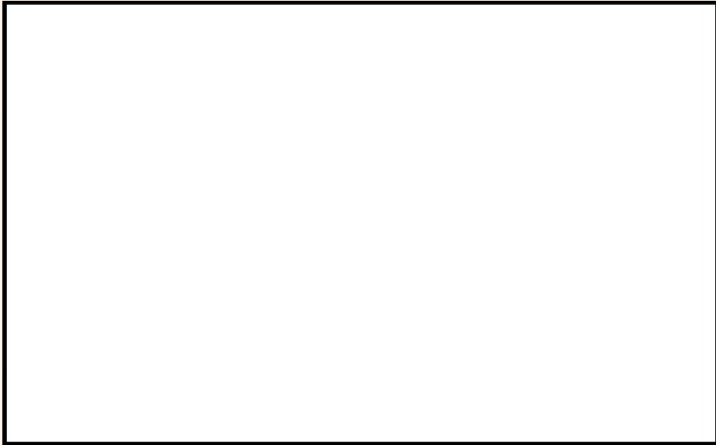
Option 2

1. What is this animal? Order word.
2. What color is it? Order word.
3. Draw. What does it eat?
4. Draw. Where does it live?

rbabit

- - - - - -

yrga

- - - -
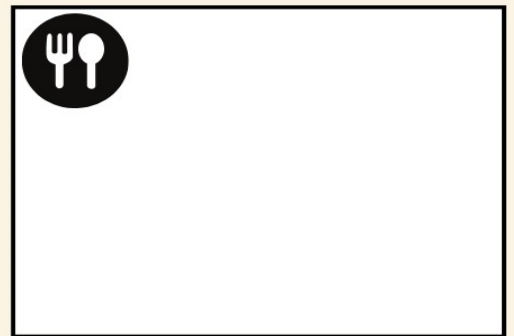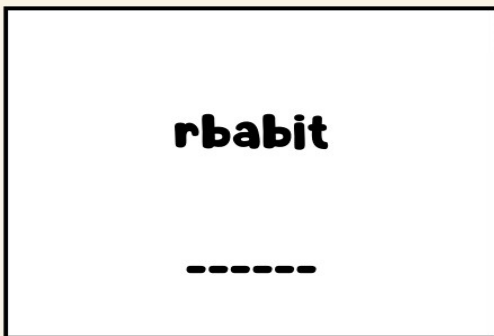
Strategy: Realia

It is another strategy of nonverbal language, referring to real-life objects (flashcards, posters, toy animals, ornaments) that teachers bring to class for the purpose of improving comprehension between information and real life.

Teacher's Roles

Develop imagination, and creativity through the use of objects of class, flashcards, and toy animals.

1. FACILITATOR

-Create a playful and engaging atmosphere.
-Encourage participation, communication, and learning.
-Develop critical thinking
-Reinforce students' associations between words and common objects.

ACTIVE ROLE

-Actively participate in lessons.
-Listen carefully
-Pay attention
-Follow the teacher's instructions and solve the activities
-Use their own materials or objects from their environment to express themselves

Student's Roles

40 minutes

Objective:
At the end of the lesson, students will be able to recognize five to eight wild animals and talk about them.

Pre-listening

WILD ANIMALS

Activity 1: Listen to your teacher and repeat.

LION

ZEBRA

BEAR

MONKEY

TIGER

GIRAFFE

ELEPHANT

SNAKE

CROCODILE

32
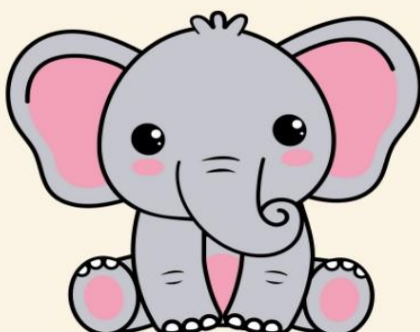
During

Activity 2: Listen and complete the blanks.
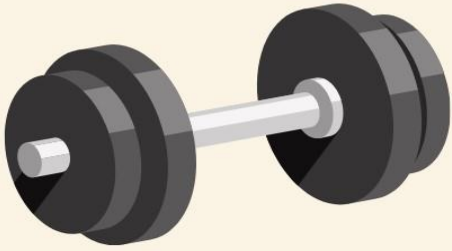
he__v__
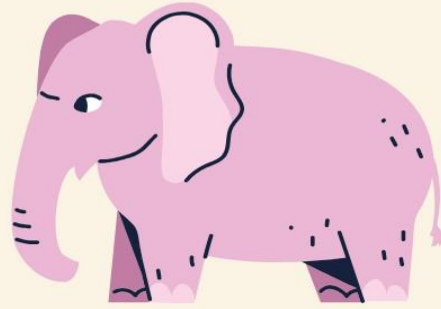
b__g
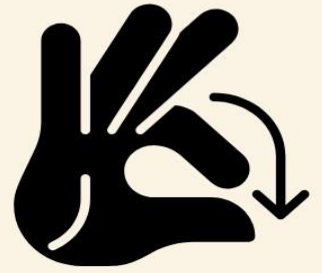
sm__l__

s__ow

__a__t

fa__
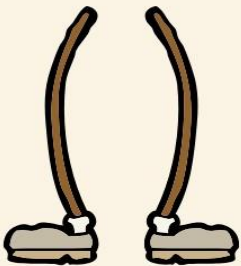
thi__

s__ft

beau__iful

words Bank

- fast
- thin
- beautiful
- slow
- small
- big
- fat
- heavy
- soft

33

Activity3: Listen to your teacher and complete.

- Paco elephant is very _____.
- Raw lion is _____.
- _____ is thin.
- _____ are smart as humans.
- Teddy _____ has beautiful fur.

Post-listening

Activity 4: Let's play animal trivia.

1. Draw two wild animals.
2. Write a very short description of each of them.
3. Look at exercise 3.
4. Share your sentences with your partners.

_____

_____

_____

_____

_____
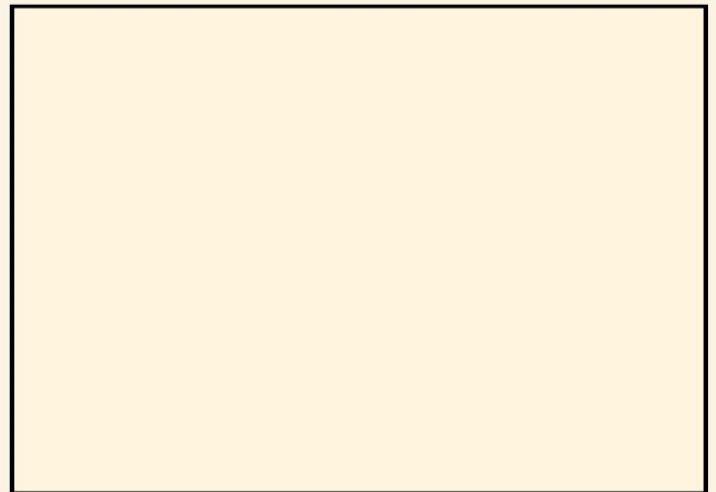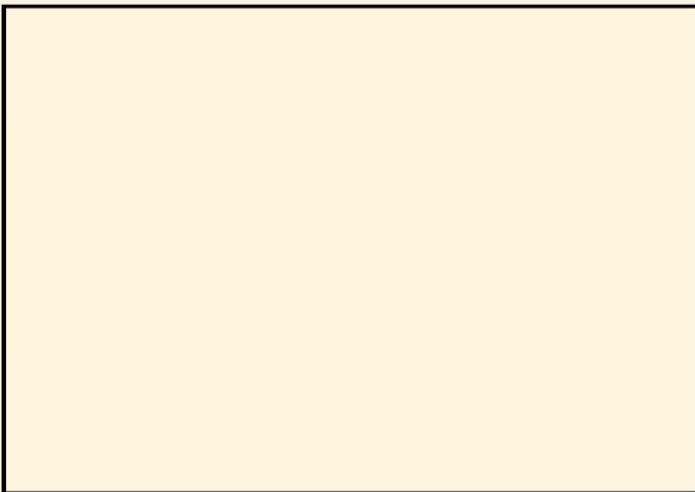
Strategy: Visual-Vocabulary

It is a teaching strategy that uses pictures, graphs, charts, diagrams, flashcards, videos, and other visual elements to help students understand and remember concepts and vocabulary.

Teacher's Roles

GUIDE

- The teacher is the guide of the class.
- Create interesting material
- Uses movements associated with each animal of the jungle.
Encourages students to actively participate in the lesson.

-Explain and repeat vocabulary related to animals, during, and after the musical activity.

Student's Roles

ACTIVE AND PARTICIPATIVE ROLE

- -Listen carefully
Pay attention
- -Identify and associate flashcards. with the vocabulary of the wild animals
- Students are active participants in the class and are constantly involved in performing body movements and actions in response to the teacher's instructions.

40 minutes

Objective:
At the end of the lesson, students will be able to use the article a – an properly.

Pre-listening

THE JUNGLE

Sing the song
Best Animal Sounds Song (Jungle)
https://bit.ly/47oSwgY

Activity 1: Listen to the audio and try to discover all the animals in the jungle while singing.

parrot
bird
bee
elephant
monkey
1 lion
tiger
snake
frog

Activity 2: Listen again to the audio and number the pictures in order. Then write.

1	lion	**6**	
2		**7**	
3		**8**	
4		**9**	

36

During

Activity 3: Imitate the animal. Look at your teacher and imitate her facial expressions and sounds.

LION

ZEBRA

PARROT

MONKEY

TIGER

GIRAFFE

ELEPHANT

SNAKE

CROCODILE

Activity 4: Complete the sentences using a or an.

- ___ monkey.
- ___ ant.
- ___ elephant.
- ___ lion.
- ___ snake

REMEMBER!

- **a** for consonants
- **an** for vowels

Activity 5: Read, listen, and choose the correct option.

1. I have four legs. I live in Africa. I am big and heavy. I have a good memory.
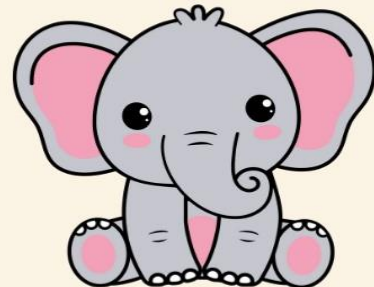
2. I have two legs. I climb the trees. I eat fruits. I live in the forest or jungle.

3. I can run very fast. I am a king of animals. I get a big mane.

4. I do not have legs. I do not have arms. I have a big tongue.

38

Post-listening

Activity 6: Dress up and discover the animals.
- **First, create a mask of an animal.**
- **Then imitate it with your partners.**
- **Guess what animal it is.**

1. Choose your favorite animal.
2. Draw the animal's face on a paper plate.
3. Carefully cut around the animal's face. Make holes for the eyes and nose.
4. Make holes on the sides and tie the string. Make sure it fits on your head comfortably.
5. Use it and play as the animal that you choose.

LISTENING COMPREHENSION RUBRIC

Name:

Date:

Instructions: Observe and assess each student during the listening activity. This rubric will help you identify progress and students' weaknesses and determine how you can improve.

Category	1. **Insufficient**	2. Basic	3. Proficient
Comprehension	Difficult to understand basic spoken words and phrese.	Can understand some simple spoken words and phrases but may requeires repetition or feedback.	Comprehends most basic spoken words and phrases without difficulty.
Vocabulary	Limited, and they struggle to recognize common words.	Recognizes basic vocabulary and can identify short phrases.	Demonstrates a good grasp of basic vocabulary and can effectively identify a variety of words and phrases.
Listening	Struggles to follw spoken instructions.	The student metimes can follow simple instructions.	Accurately follows complex oral instructions.
Nonverbal language	Relies heavily on contextual clues and gestures to understand the content.	Uses contextual clues to make sense of the content.	Uses contextual clues effectively and gestures to aid comprehension.
Response	Unable to respond to questions or prompts.	Answer with complete sentences but may make mistakes.	Responds with accurate and detailed sentences

Overall Score	1-5	6-10	11-15

Observations:

_____

_____

_____

40

UNIT 3

Home

Objectives

- ⊘ Use prepositions of place.
- ⊘ Use there is, and there are to describe a home.
- ⊘ Recognize colors.

Resources

- ⊘ Board
- ⊘ Flashcards
- ⊘ Worksheets
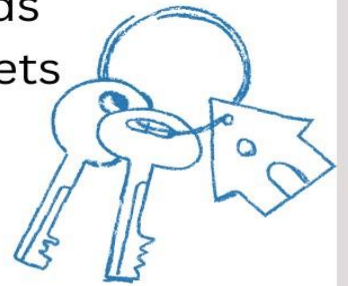
Description of CEFR

Descriptor Scale

Understanding :

- Can understand some expressions when people are discussing them, family, school, hobbies, or surroundings, provided the delivery is slow and clear.

- Level: A1
- Ages: 6-9

41

Strategy: Storytelling and more

Storytelling is the art of using words, images, gestures, and other forms of communication to convey information. Often, storytellers use their body language to accompany these stories. It is a complete activity, it includes more nonverbal language strategies, space, time, tone of voice, gestures, eye contact, realia, interaction, silences, pauses, added credibility, and context.

Teacher´s Roles

Enhance their oral communication skills by practicing the clear and effective expression of ideas and emotions.

FACILITATOR

- -Create a playful and engaging atmosphere.
- Encourage participation, communication, and learning.
- Develop activities for critical thinking
- Good relationship
- Reinforce students' to read.

Student´s Roles

ACTIVE ROLE

- Actively participate in lessons.
- Listen carefully
- Pay attention
- Follow the teacher's instructions and solve the activities
- Using the tone of voice according to the context
- Associates body language with the story..
- Use their own materials or objects from their environment to express themselves

Pre-listening   **40 minutes**

Objective:
At the end of the lesson, students will be able to recognize five to eight parts of the house in a competition.

DESCRIBING MY HOME

Activity 1: Match each color with its name.

Yellow

Brown

Green

Red

Blue

Black

Orange

Purple

Activity 2: Complete the blanks with te words in the box.

| Window - Door - Wall - Roof |

1

2

3

4

During

Activity 3: Listen to your teacher and circle the colors.

What is Karen's house?

- Karen lived in a particular home with magical colors.
- The door of Karen's house has a big **orange** door.
- The windows are **blue**, and the roof is r**ed.**
- The walls are **yellow** like the sun.
- The Karen's house had great **green** trees.

44

Post-listening

Activity 4: Listen and color. Then underline the part of the house in the sentences.

- The door of my house is _____.
- The roof is _____.
- The walls of her house are_____.
- The big windows are _____.

Strategy: Mimic-Mania

This strategy is based on non-verbal language it can be useful in situations, and it encourages effective communication and understanding of concepts and development the comprehension.

Teacher's Roles

FACILITATOR

- Develop imagination and creativity through mimicry.
- Foment the capacity of imitation and mime.
- To capture attention and stimulate concentration.

Student's Roles

ACTIVE ROLE

- Students should be attentive and actively participate in the mime activity.
- Responds physically to instructions
- Works as a team Relates mime to information, parts of the house.
- Pay attention to the teacher's instructions.

Pre-listening

Objective:
At the end of the lesson, students will be able to use there is, and there are to describe the different rooms of their house.

ROOMS OF MY HOUSE

Activity 1: Listen to your teacher, look at the pictures, and complete their names.

1. l _ vi _ g r _ _ m

2. ki _ che _

3. b _ th _ oo _

4. be _ r _ om

Activity 2: Match correctly.

There are   1
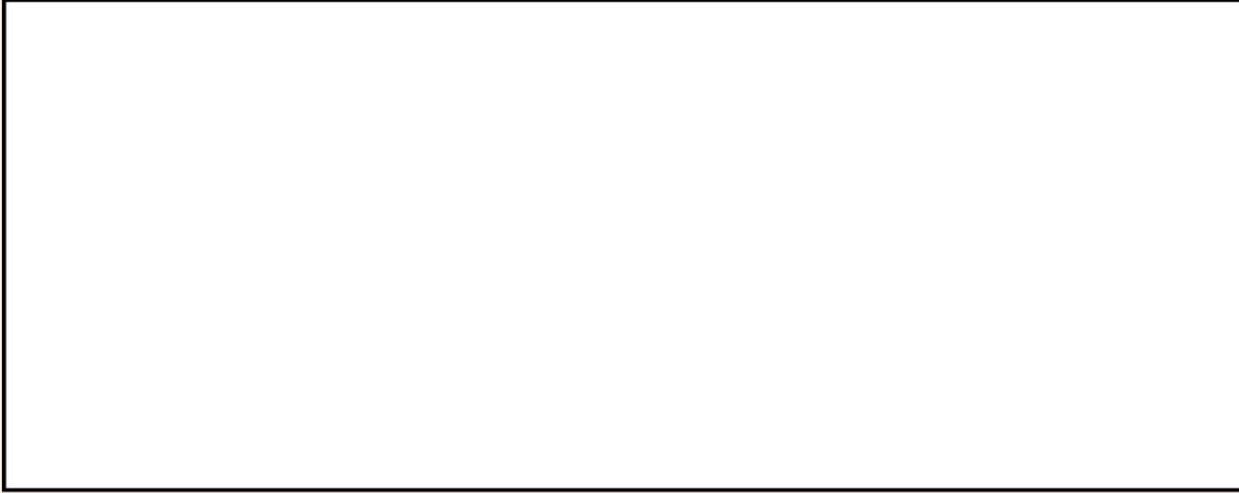
There is   2
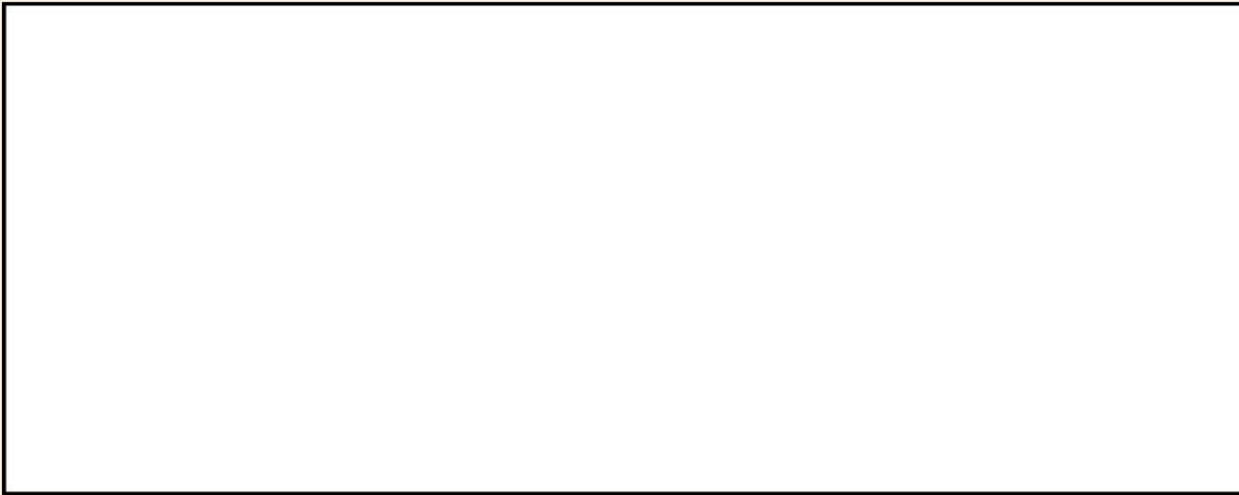
During

Activity 3: Draw what you hear.

1. In this room, we cook and prepare delicious meals.

2. In this room, we can watch Tv and sit on the sofa.

3. In this room, we go take the shower.

48

Post-listening

Activity 4: Look at the picture and name each room of the house. Use the words in the box.

> **Bathroom - Living room - Bedroom - Kitchen**

1 _____

2 _____

3 _____

4 _____
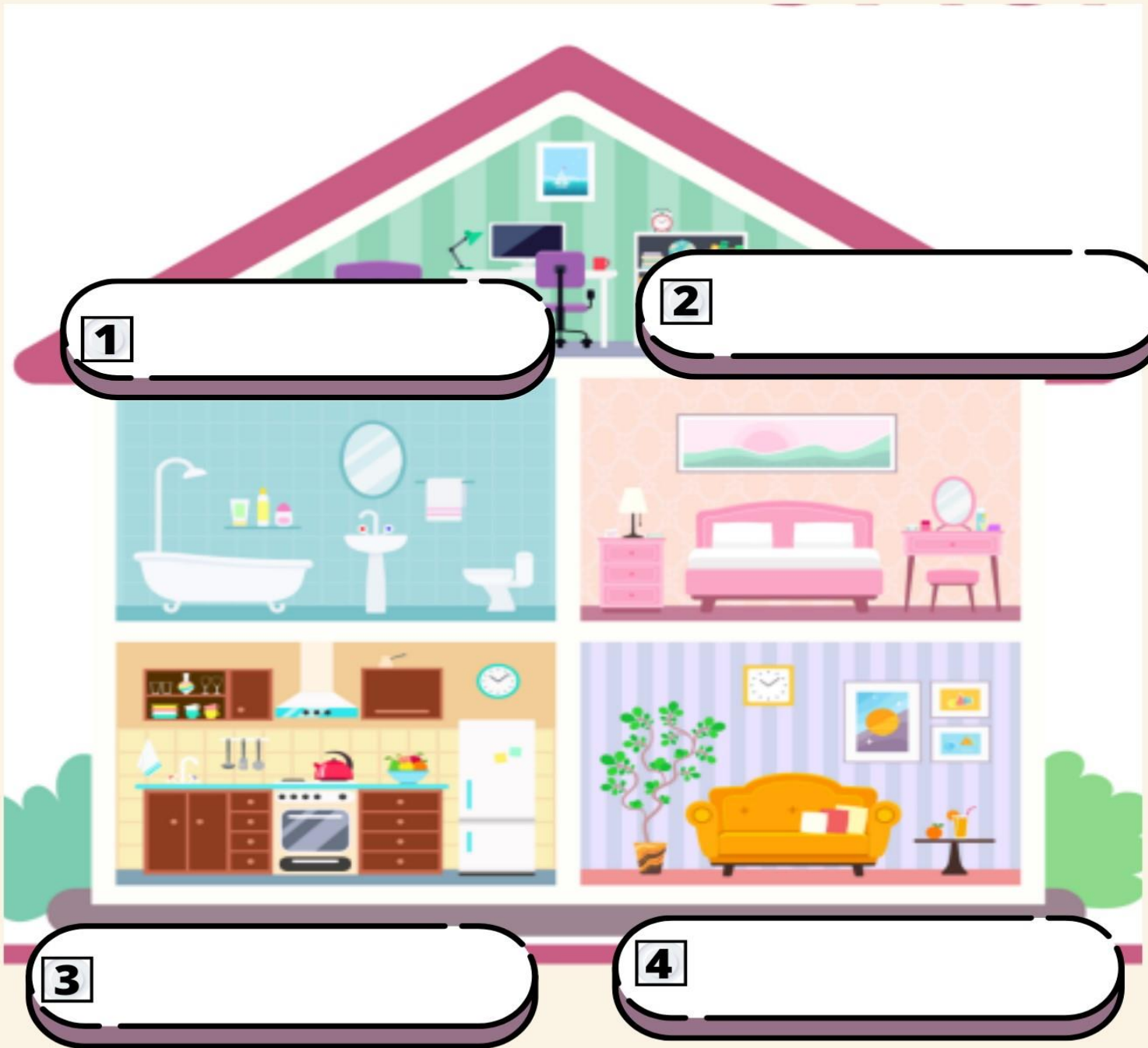
Strategy: Role-play

It is also known as the dramatization technique, simulation, or role-play. It consists of two or more people performing a specific real-life situation, acting according to the role they have been assigned.

Teacher´s Roles

FACILITATOR

- Help students practice vocabulary related to the objects in the room while having fun.
- create interesting and eye-catching material.
- encourage students to lose their embarrassment.
- explain clearly and concretely the instructions.

Student´s Roles

ACTIVE ROLE

- Listen carefully to all instructions
- Learn to listen to your classmates
- Discuss and analyze as a team
- Pay attention to the class
- Participants become actors who put themselves in other people's shoes and play a role in an imaginary situation.

40 minutes

Objective:
At the end of the lesson, students will be able to recognize the preposition of place, whether heard in isolation or with shot simple spoken texts.

Pre-listening

MY ROOM

Activity 1: Where did you go to sleep?
Choose the correct answer.

BEDROOM   **KITCHEN**   **LIVING ROOM**

Activity 2: Listen and match

1. There are two balls. | a |
2. There is a table. | |
3. There is a guitar. | |
4. There are four books. | |
5. There is a chair. | |

b

d

c

e

a

51
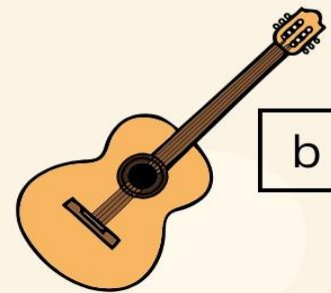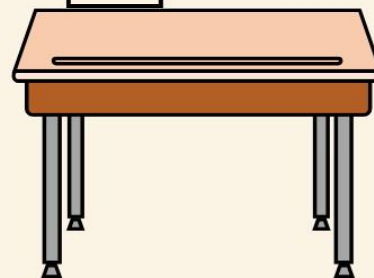
Activity 3: Match the pictures with their names.

Carpet

Pillow

Door

Window

Shelf

Chair

Bed
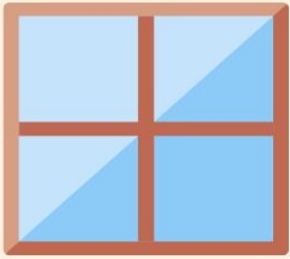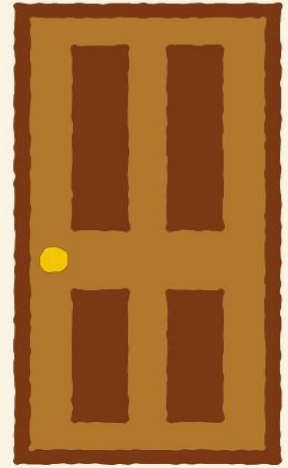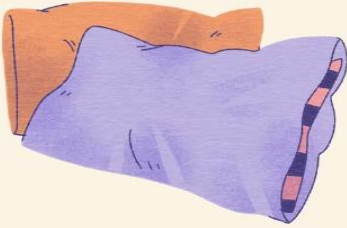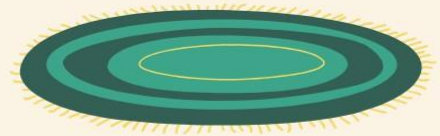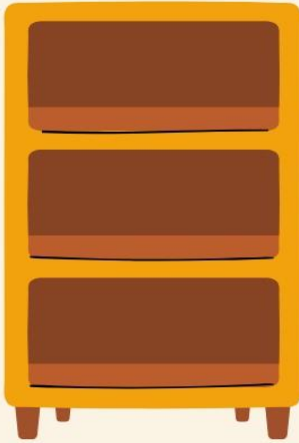
Table

Toys

Computer
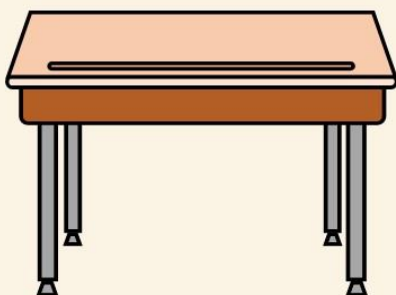
During

Activity 4: Look at the picture and circle the hidden things. Use the words in the box.

-Window	- Desk
- Bed - Pillow	- Carpet

REMEMBER!

- There is ➡ Singular
- There are ➡ Plural
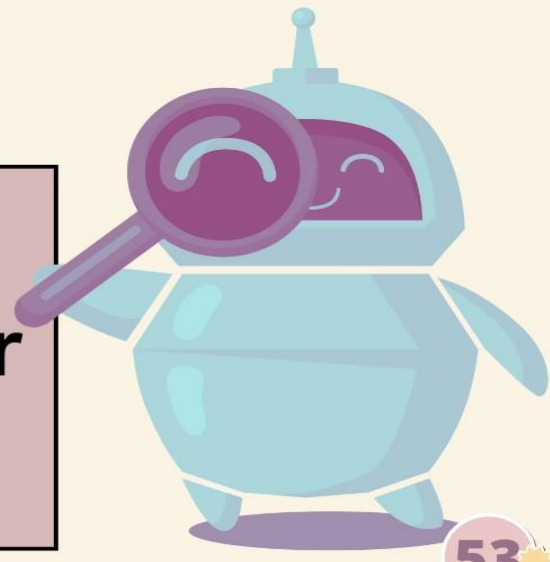
Activity 5: Listen to your teacher and complete.

- There _____ two pillows in my bed.
- There are _____ windows in my bedroom.
- I am going to paint my _____ of red.
- My mom bought me a new _____.
- There is one _____ in my bedroom.
- I love my green _____.

Post-listening

Activity 6: Listen to your teacher and color according to the instructions.
Describe your room . Use there is and there are.

  1. There is my room. _____

_____

_____

_____

Strategy: Guess Race- Where are my things?

Guess are witty questions, usually written in rhyming form, which are based on a play on words that leave "clues" that help us find the correct answer. This is an infallible strategy that helps children focus their attention on the problem posed and not on the language.

MEDIADOR

- Increasing their ability to process information in different ways.
- Stimulates children to maximize their concentration and be attentive to the meaning of each word.
- Develop concentration.
- Create interesting material and a comfortable atmosphere.
- Encourages collaborative work.

Teacher's Roles

Student's Roles

ACTIVE AND PARTICIPATIVE ROLE

- Listen carefully to all the instructions and riddles in the race.
- Learn to listen to your classmates
- Discuss and analyze together
- Pay attention to the class

Pre-listening   **40 minutes**

Objective:
At the end of the lesson, students will be able to use prepositions of place to talk about their favorite part or room of their house.
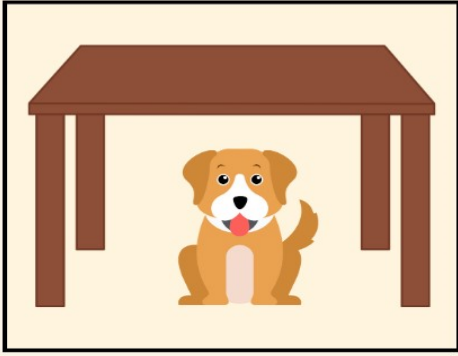
WHERE ARE MY THINGS?

Activity 1: Listen to your teacher and repeat each preposition. Imitate the body movements.
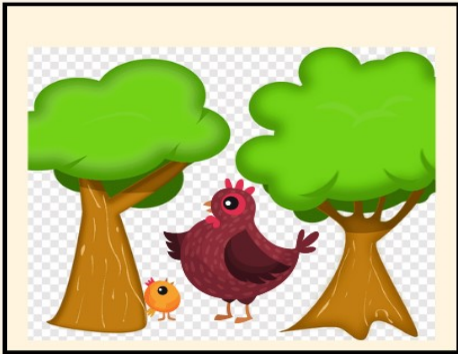
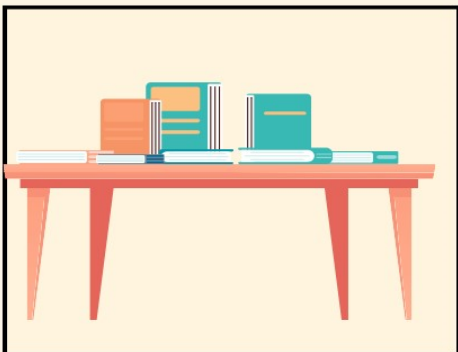|		
BEHIND	UNDER	ON
IN	IN FRONT OF	ABOVE
BESIDE	BETWEEN	NEAR

Activity 2: Listen and complete.

1.The dog sleeps _____desk.

2.The hen is _____ the middle of the trees.

3.My cat is _____ the box..

4.The books are ____ the table.

5.The plants are _____ the sofa.

During

Activity 3: Look and listen to choose the correct option.

- The computer is **on/in** the desk.
- The picture is **above/on** the wall.
- The shelf is **near/above** the desk.
- The carpet is **above/under** the cat.
- The skateboard is **under/beside** the bed.
- The guitar is **between/behind** the bed.

Post-listening

Activity 4: Let's play! Find the object.

- Divide the class into two teams.
- Ask them to leave the classroom for a moment.
- Uses this moment to hide some objects around the classroom.
- Ask students to come back and give them a list of prepositions of place and the names of the hidden objects.
- Each group of students must find each object based on the preposition clues.

Ex.   If the list says "pen - under the chair," students should search for a pen under one of the chairs.

TEAM A

- ○ In _____
- ○ Near _____
- ○ Between _____
- ○ Above _____

TEAM B

- ○ On _____
- ○ In front of _____
- ○ Behind _____
- ○ Beside _____

LISTENING COMPREHENSION RUBRIC

Name: **Date:**

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Response	Unable to respond to questions or prompts.	Answer with complete sentences but may make mistakes.	Responds with accurate and detailed sentences
Overall Score	1-5	6-10	11-15

Observations:

_____
_____
_____

60

ANSWER

sheets

UNIT 1

Lesson 1
Activity 5, page 10

A: **Hi Martha!**
B: Hello **Luis**. How old **are** you?
A: **I am 7 years old. What about you?**
B: I am **8** years old.
A: **What is your favorite food?**
B: My favorite food is **hamburguer.**
A: **Oh! That is delicious.**
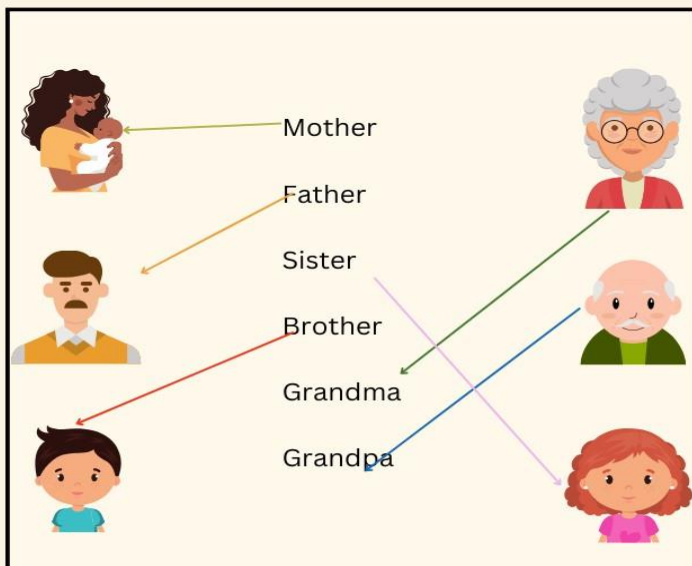B: What is yours?
A: **I love to eat apples.**

Lesson 2
Activity 2, page 13

1. mother
2. baby
3. father
4. sister
5. brother
6. grandmother

Activity 3, page 14

1. I
2. He
3. They
4. We
5. They
6. He
7. It
8. They

Activity 4, page 14

Mother
Father
Sister
Brother
Grandma
Grandpa

Activity 5, page 15

Who is He?
He is my brother.
Who is she?
She is my mother.
Who is she?
She is my grandmother.
Who is he?
He is my dad.

Activity 6, page 15

Hello, My name is Sofy.
I have a big family.
Wilson is my father, and **Rose** is my mother.
I have one sister and one brother
my older sister's name is **Gabriela.**
and my little brother is **Andrew.**
Piedad is my grandmother, and my grandfather is **Luis.**
I love my family.

Lesson 3
Activity 2, page 18

1. eyes
2. nose
3. mouth
4. head
5. hand
6. ear
7. arms
8. shoulder
9. leg
10. knee

Activity 4, page 20

- This is my **arm.**
- Susana has two **hands.**
- Misael is very talk. He has a big **head.**
- My **eyes** are brown.
- I can touch my **nose**. dance with my **shoulders.**

Extra activity, page 20

Lesson 4
Activity 2-3, page 23

1. Play soccer
2. Listen to music
3. Read
4. Draw
5. Play the piano
6. Sing
7. Walk
8. Swim
9. Ride bike

Activity 4, page 24

1. Play soccer
2. Walk
3. Sing
4. Read
5. Swim

Activity 5, page 24

1. Draw   2. Read   3. Play soccer

UNIT 2

Lesson 1
Activity 2, page 30

1. My cow is very **big.**
2. His dog is **friendly.**
3. My cat is **cute.**
4. Its chick is **small.**
5. Her donkey is **lazy.**
6. Rabbits are **fast.**
7. My pig is very **noisy.**
8. This sheep is **soft.**

Activity 3, page 31

1. Chicken
2. sheep
3. dog
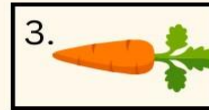4. donkey

Activity 4, page 32

Option 1
Ex.
My favorite animal is a cat.
My cat is cute.
It is yellow. It is soft.

Option 2
1. rabbit
2. gray

3.   4.

Lesson 2
Activity 2, page 35

1. heavy	2. big
3. small	4. dangerous
5. fast	6. smart
7. thin	8. soft
9. beautiful	

Activity 3, page 36

1. Paco elephant is **big.**
2. Raw lion is **dangerous.**
3. **Snake** is thin.
4. **Monkeys** are as smart as   humans.
5. Teddy **bear** has beautiful fur.

Lesson 3
Activity 2, page 38

1. lion	2. tiger
3. snake	4. frog
5. elephant	6 bird
7. monkey	8. parrot
9. bee	

Activity 4, page 39

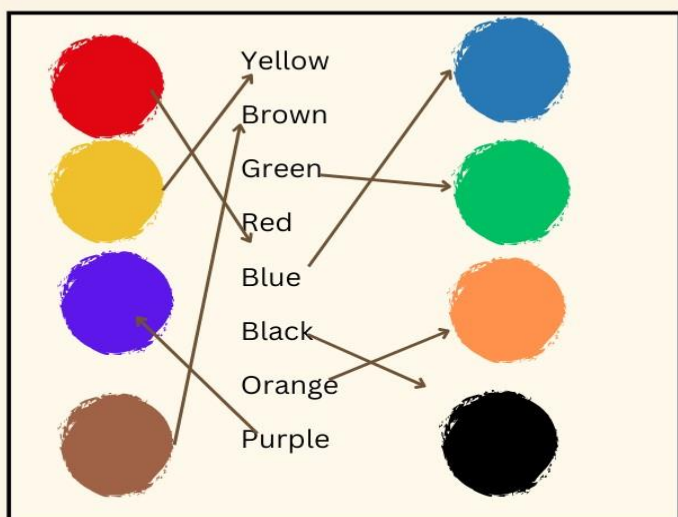- **a** monkey.
- **an** ant.
- **an** elephant.
- **a** lion.
- **a** snake

Activity 5, page 40

1. elephant   2. monkey
3. wall   4.snake

UNIT 3

Lesson 1
Activity 1, page 45

Yellow
Brown
Green
Red
Blue
Black
Orange
Purple

Activity 2, page 46

1. window   2. roof   3. wall   4.door

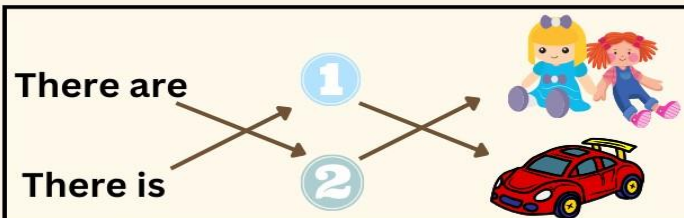## Activity 3, page 46

What is Karen's house?

- Karen lived in a particular home with magical colors.
- The door of Karen's house has a big **orange** door.
- The windows are **blue**, and the roof is r**ed.**
- The walls are **yellow** like the sun.
- The Karen's house had great **green** trees.

Activity 4, page 47

- The door of my house is **brown.**
- The roof is **red.**
- The walls of her house are **green**.
- The big windows are **blue.**

Lesson 2
Activity 2, page 49

There are

There is

Activity 3, page 50

1. kitchen
2. living room
3. bathroom

Lesson 3
Activity 1, page 53

1. Bedroom

Activity 2, page 53

1.a, 2.d, 3. b, 4. e, 5c

Activity 3 page 54

Carpet
Pillow
Door
Window
Shelf
Chair
Bed
Table
Toys
Computer

64
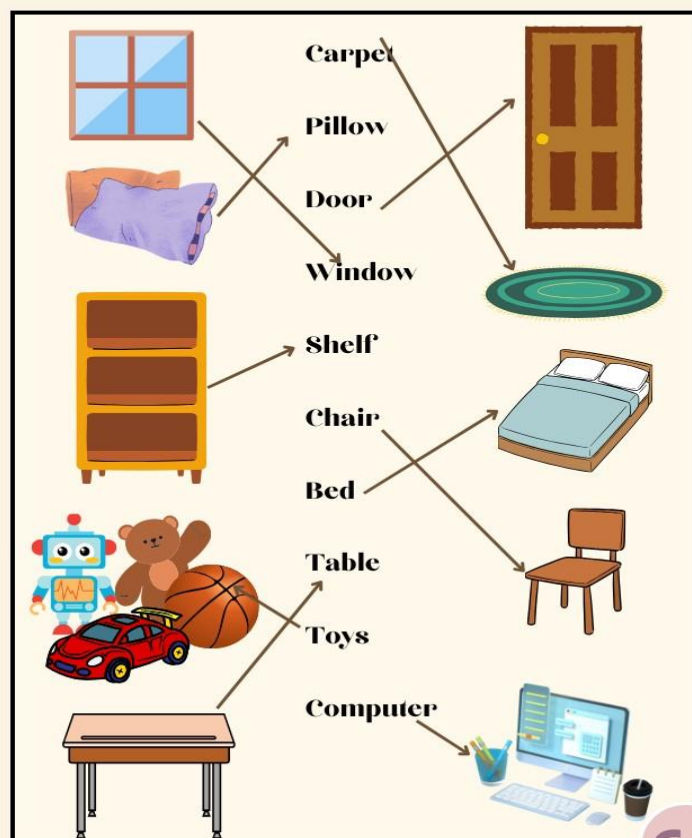
Activity 4, page 55

- There **are** two pillows in my bed.
- There are **three** windows in my bedroom.
- I am going to paint my **wall** of red.
- My mom bought me a new **guitar**.
- There is one **carpet** in my bedroom.
- I love my green **carpet.**

Activity 4, page 56

1. My bed is **green.**
2. There are two **pink** pillows.
3. There is a big **blue** window.
4. There is a beautiful **yellow** chair.

Lesson 4
Activity 1, page 59

1. The dog sleeps **under** the desk.
2. The hen is **between** the trees.
3. The cat is **in** the box.
4. The book is **on** the table.
5. The flowers are **behind** the sofa

Activity 3, page 60

- The computer is **on** the desk.
- The picture is **above** the wall.
- The shelf is **near** the desk.
- The carpet is **under** the cat.
- The skateboard is **under** the bed.
- The guitar is **behind** the bed.

SONG LYRICS

What's Your Name?

Take from Youtube:
ttps://n9.cl/d49du

Hello, hello. What's your name?
Hello, hello. What's your name?
My name is Ryan.
My name is Anna.
Nice to meet you.
Hello, hello. What's your name?
Hello, hello. What's your name?
My name is Ben. My name is Bella.
Nice to meet you.
Hello, hello. What's your name?
Hello, hello. What's your name?
My name is Kayley.
My name is Owen.
Nice to meet you!

Let's be friends!

Sing the song Finger

Take from Youtube: Family
https://n9.cl/yf6w1

Daddy finger, daddy's finger,
where are you?
Here I am, here I am
How do you do?
Mommy finger, mommy's finger,
where are you?
Here I am, here I am
How do you do?
Brother finger, brother's finger,
where are you?
Here I am, here I am
How do you do?
Sister finger, sister's finger, where
are you?
Here I am, here I am
How do you do?
Baby finger, baby finger, where are
you?
Here I am, here I am
How do you do?

The Little Sailor song lyrics

Take from Youtube:
https://n9.cl/bo9lu

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his fingers
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his hands
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his elbows
With my elbows, elbows, elbows
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his shoulders
With my shoulders, shoulders,
shoulders
With my elbows, elbows, elbows
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his head
With my head, head, head
With my shoulders, shoulders,
shoulders
With my elbows, elbows, elbows
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his bum
With my bum, bum, bum
With my head, head, head
With my shoulders, shoulders,
shoulders
With my elbows, elbows, elbows
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his knees
With my knees, knees, knees
With my bum, bum, bum
With my head, head, head
With my shoulders, shoulders,
shoulders
With my elbows, elbows, elbows
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

The little sailor's dancing, dancing,
dancing, dancing
The little sailor's dancing, dancing
with his feet
With my feet, feet, feet
With my knees, knees, knees
With my bum, bum, bum
With my head, head, head
With my shoulders, shoulders,
shoulders
With my elbows, elbows, elbows
With my hands, hands, hands
With my fingers, fingers, fingers
I can dance just like the sailor

Best Animal Sounds Song (Jungle)

Take from Youtube:
https://www.youtube.com/watch?v=y5pSL83c1ck

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
roar. roar. roar.roar
It´s a lion

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
growl. growlr. growl.growl
It´s a tiger.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
hiss, hiss. hiss.hiss
It´s a snake.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
ribbit, ribbit, ribbit,ribbit
It´s a frog

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
trump, trump, trump, trump
It´s an elephant.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
tweet, tweet, tweet, tweet
It´s a bird.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
ooh, ooh, ooh, ooh
It´s a monkey.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
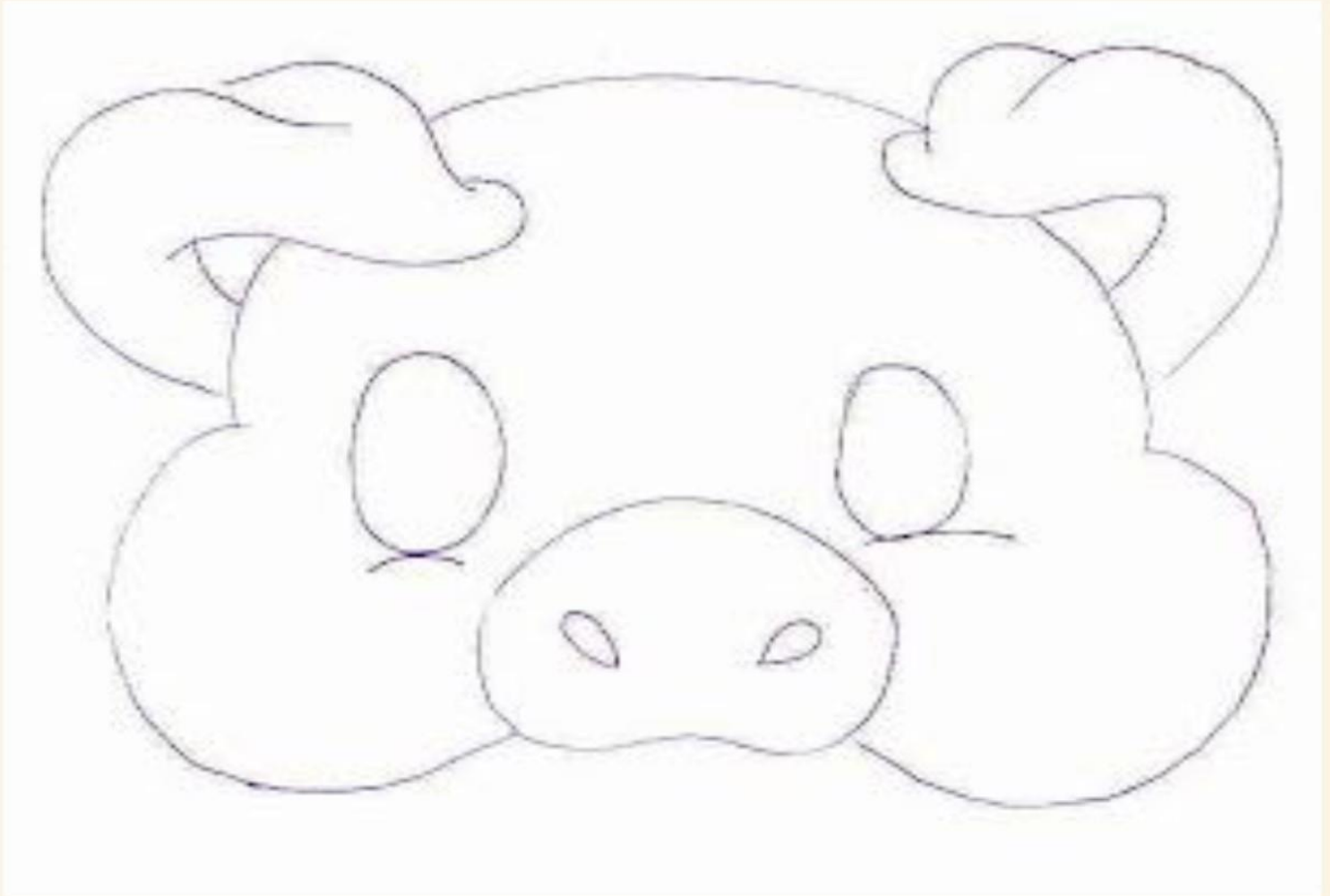squawk, squawk, squawk, squawk
It´s a parrot.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
But what do the animals say?
buzz, buzz, buzz, buzz
It´s a bee.

See the animals here today
They love to talk and they love to play
They're having such fun they're sure to stay
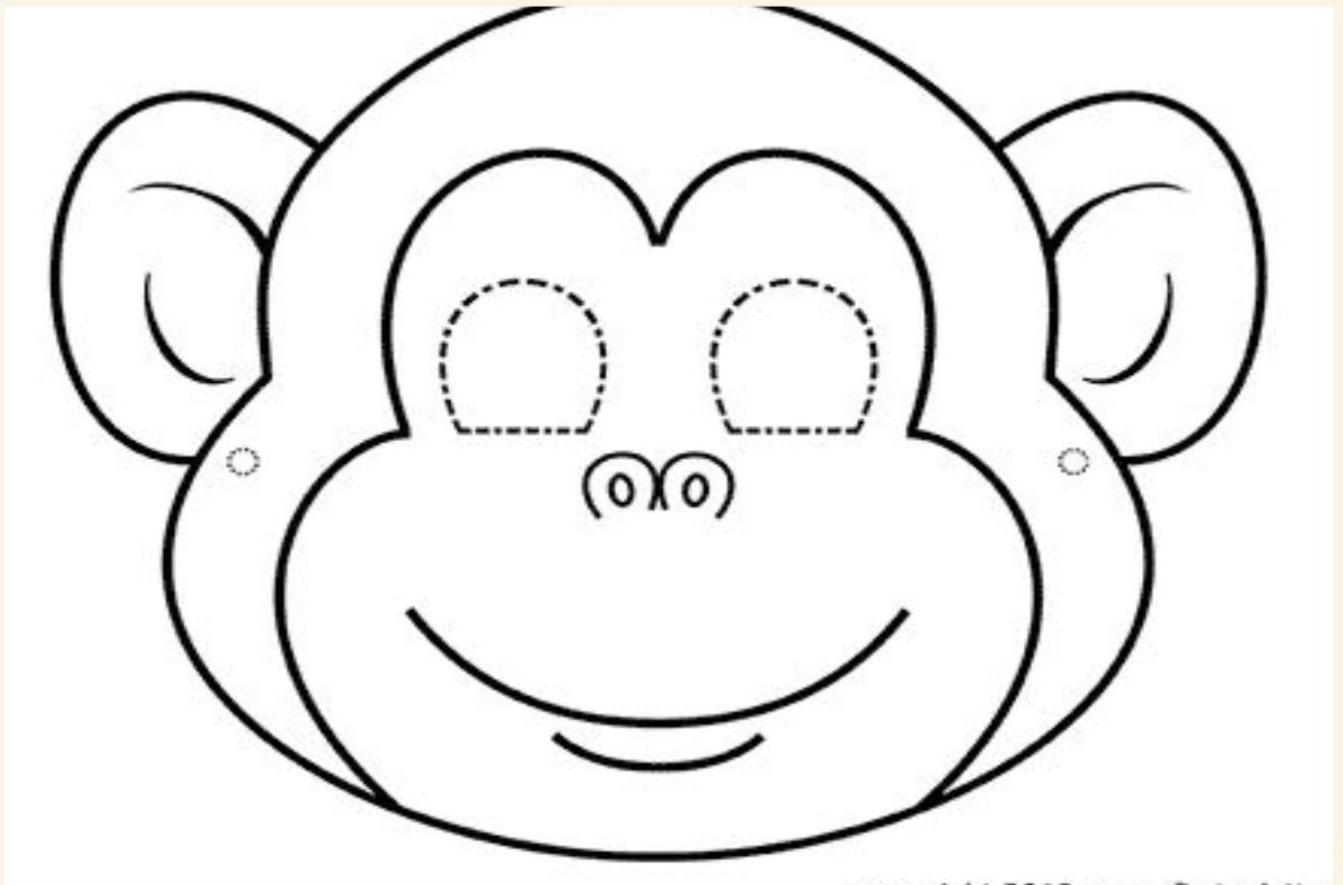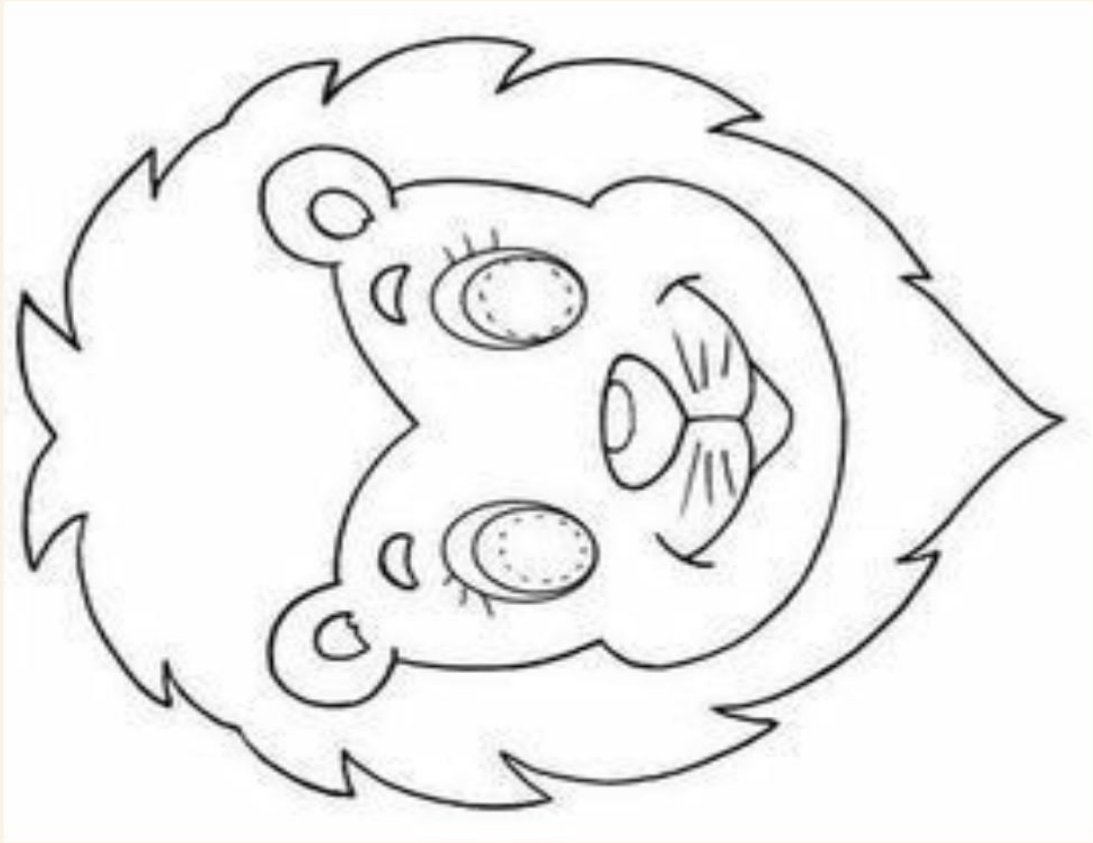Now you know what the animals say

68

1. Pig Mask

2. Monkey Mask

3. Lion Mask

3. Cow Mask

Conclusion

The proposed didactic guide underscores the importance of incorporating nonverbal language strategies to improve listening comprehension in young students (third grade). Educators can foster a more engaging and interactive learning environment by recognizing the power of facial expressions, gestures, body language, and tone of voice.

Through the regular practice of these interactive activities, the students can capture and lead the way for continuous improvement. The activities designed reflect that nonverbal language is easily adaptable to contents and shows that it uses simple materials that can motivate students. in addition, it brings the same opportunity to students to be protagonists of their learning.

Ultimately, this guide aims to empower educators to cultivate active listeners who comprehend words and interpret the rich area of nonverbal communication that shapes human interaction and education.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the research conclusions, simultaneously expressing the relationship between the results obtained and the objectives stated in the first chapter and some recommendations for future research.

5.1. Conclusions

- The variables addressed in this research work are essential in the educational field since they are part of learning a new language, both the ability to listen and nonverbal language. According to this research, the application of nonverbal language strategies helps improve listening comprehension in students because it clarifies the meaning of context and avoids using the mother tongue during class. In addition, nonverbal language enhances the interaction between teachers and students, but also between partners.

- Listening is a complex process and a difficult skill to teach and learn. It involves hearing, paying attention, decoding sounds, and comprehending the background of the sender's message. Then, the receiver can respond orally, in writing, or gestures. Even though some years ago, its impact and importance were not known by this skill, but know, it is recognized that this skill can be properly developed, it can give way to other skills, reading, writing, and speaking; if the information is understood, learners can be learned and produced.

- Based on the data analyzed in Chapter III, the researcher can state that students consider essential to learn English in their academic or working life. However, they agree that teachers should use more interactive classroom activities, such as games, dramatizations, mimes, or songs, because they allow everyone to participate. On the other hand, teachers believe that nonverbal language can improve students' results because it helps teachers keep their attention in class.

- Considering students opinions in the surveys, it can be affirmed that there is a big difference concerning second language comprehension when teachers incorporate these strategies. According to students, they can understand the information better and feel more confident when they apply nonverbal activities in English class. Consequently, a teacher guide was developed using most of the strategies in accordance with nonverbal language that improved listening comprehension.

5.2. Recommendations

After presenting the conclusions, establish the following recommendations, the implementation of which is relevant to continue improving the listening skills of young students.

- Teachers should find ways to awaken the interest of their students in learning the second language. For this reason, teachers should innovate their classes with attractive strategies. It is recommended that teachers use nonverbal language in order to clarify meanings and improve the interaction between the teacher and students and among them.

- The English teacher should design interesting lessons to involve the participation of all students in the learning process. Teachers can use nonverbal language strategies to avoid misunderstandings due to significant positive impact. In addition, teachers must monitor, motivate, and provide feedback when required by students, remembering that everyone learns in different ways and at different rates.

- Since teachers and authorities believe nonverbal language can help students improve their listening comprehension, they should use the didactic guide proposed in this research project. The educators can modify or adjust these activities according to the interests and needs of the learners and thus obtain better results.

- It is suggested that English teachers, future educators, and authorities consider this didactic guide because it provides information, clear instructions, tips, and procedures for applying non-verbal language strategies in the English classroom

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ANNEXES

Annex 1. Approbation of research instruments

Annex 2. Instruments validation

QUALITATIVE EVALUATION INSTRUMENT

**INTERVIEW FOR THE AUTHORITY AT UNIDAD EDUCATIVA
28 DE SEPTIEMBRE**

Topic: Nonverbal Language Strategies to Improve Listening Comprehension In 3rd-Grade Students At 28 De Septiembre School During Academic Period 2022-2023.

General Information		
School	Unidad Educativa 28 de Septiembre	
Interviewer	Gina Cuaical	Date:
Interviewed	MSc. Nubia Trejo	

Objective	Esta entrevista está diseñada con el objetivo de conocer la aplicabilidad de estrategias del lenguaje no verbal usado en la institución, para desarrollar la comprensión auditiva en los estudiantes de 3er grado en la Unidad Educativa 28 de Septiembre en el periodo académico 2022-2023.

Como es de su conocimiento dentro de los parámetros propuestos por el Ministerio de Educación Ecuatoriano, los niveles de competencia que deben alcanzar los estudiantes del nivel Educación General Básico Elemental es A1, según el Marco Común Europeo de Referencia para las lenguas (MCER),

1. ¿Considera Usted que los estudiantes del subnivel elemental, tercer año EGB alcanzan el nivel A1 ? Si / No / Por qué?

2. Desde su punto de vista, ¿La Institución cuenta con los recursos y materiales necesarios para que los estudiantes alcancen un apropiado desarrollo del proceso de nivel de enseñanza de inglés como lengua extranjera?

3. ¿En su criterio, en que habilidad se enfoca el silabo de la asignatura inglés?

4. En su opinión, las habilidades de lenguaje no verbal favorecen el desarrollo de las habilidades de la lengua extranjeras.?

5. ¿Considera Usted beneficioso usar una guía de estrategias de lenguaje no verbal, , con la finalidad de mejorar el nivel de comprensión auditiva de la lengua extranjera?

THANK YOU FOR YOUR COOPERATION

Fecha de envío para la evaluación del experto:	19/05/2023
Fecha de revisión del experto:	19/05/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			

....

Firma del Evaluador

C.C.: 1001417235

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UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FOR THE ENGLISH AREA COORDINATOR /ENGLISH TEACHERS AT UNIDAD EDUCATIVA 28 DE SEPTIEMBRE

Topic: Nonverbal Language Strategies to Improve Listening Comprehension In 3rd-Grade Students At 28 De Septiembre School During Academic Period 2022-2023.

General Information		
School	Unidad Educativa 28 de Septimbre	
Interviewer	Gina Cuaical	Date:
Interviewed	Lic. Ximena Bedoya	

Objective	The main purpose of this interview is to determine the strategies that the teacher uses in the improvement of listening comprehension in 3rd-grade students at 28 de Septiembre, academic period 2022-2023

QUESTIONS:

According to the parameters established by Ministerio de Educacion (2017), the proficiency level of learners of Educaciòn General Basica Elemental must have an A1 according to the Common European Framework References (CEFR).

1. From your point of view, is this objective achieved nowadays? Yes / No /Why?

2. Based on your experience, what is the main problem in students developing oral communication?

3. In your opinion, what are the most common strategies used in the english classroom to develop oral communication skills in third-grade students?

4. According to your experience, which activities do students like the most?

5. Do you consider nonverbal linguistic strategies to be useful in improving the level of listening comprehension? Yes /No Why?

6. As a coordinator you consider it is important the teachers to apply a guide of non-verbal language strategies to improve listening comprehension on the English level of students?

THANK YOU FOR YOUR COOPERATION

CUESTIONARIOS

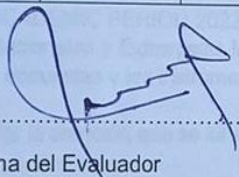| Fecha de envío para la evaluación del experto:	19/05/2023
Fecha de revisión del experto:	19/05/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✔			
2	✔			
3	✔			
4	✔			
5	✔			
6	✔			

....

Firma del Evaluador

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	Gerencia de Proyectos Educativos y Sociales
Institución de Educación Superior	UNIVERSIDAD
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

GUIDED SURVEY FOR STUDENTS AT UNIDAD EDUCATIVA 28 DE SEPTIEMBRE

Topic: Nonverbal Language Strategies to Improve Listening Comprehension In 3rd-Grade Students At 28 De Septiembre School During Academic Period 2022-2023.

Students are under the supervision of a teacher Tutor.

OBJECTIVE:
Dear students: This survey has been designed with the principal objective to collect information about strategies of nonverbal language used by the teacher in the English class to improve the level of listening comprehension in 3rd-grade students at 28 de Septiembre, academic period 2022-2023
Note: This instrument has an academic purpose, and for this reason, it is anonymous.

INSTRUCTIONS:
- **Listen carefully to the teacher and then answer.**
- **Mark with an x the answer according to your choice**
- **Respond honestly.**

1. **Do you think it is important to learn English?**

	Yes		No

2. **Do you like to participate in English classes?**

	Yes		No

3. **Do you understand when the teacher speaks to you in English?**

	Yes		No		Sometimes

4. **Do you think that the gestures, body language, dance, and mime used by the teacher in class help to better understand the context of the information?**

	Yes		No

5. How often does your teacher use activities related to listening comprehension?

Always   Often   Rarely   Never

⬭   ⬭   ⬭   ⬭

6.Choose your favorite activities the teacher uses in the English class?

Dance ⬭
Sing ⬭
Games ⬭
Mime ⬭
Roleplay ⬭
Stories ⬭
Copy in notebook ⬭
Working on the board ⬭

THANK YOU FOR YOUR COOPERATION

Fecha de envío para la evaluación del experto:	19/05/2023
Fecha de revisión del experto:	19/05/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

Annex 3. Request to the principal for permission to apply the research instruments.

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio nro. UTN-FECYT-D-2023-0075-O
Ibarra, 19 de mayo de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. CUAICAL
CHAMBA GINA VIVIANA

Magíster
Nubia Trejo
RECTORA
UNIDAD EDUCATIVA 28 DE SEPTIEMBRE
Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita CUAICAL CHAMBA GINA VIVIANA, portadora de la cédula de ciudadanía 1003175799, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "NONVERBAL LANGUAGE STRATEGIES TO IMPROVE LISTENING COMPREHENSION IN 3rd. GRADE STUDENTS AT 28 DE SEPTIEMBRE SCHOOL DURING ACADEMIC PERIOD 2022-2023"

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. José Revelo Ruiz
DECANO
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.

Autorizado
23-05-2023

UNIDAD EDUCATIVA
"28 DE SEPTIEMBRE"
IBARRA - ECUADOR

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800   RUC: 1060001070001
www.utn.edu.ec

Annex 3. Approbation letter to do the research in the institution.

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"
Rocafuerte No. 681 y Oviedo -
Teléfono 062950451 – esc28septiembre@hotmail.com
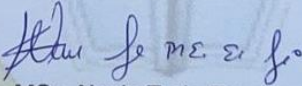IBARRA – ECUADOR

Ministerio
de Educación

SECRETARIA

OFICIO   N° : 543-SEC-UE28SEP.
FECHA   : martes 23 de mayo de 2023
PARA   : MSc José Revelo
               DECANO DE LA FECYT - UTN
ASUNTO   : **CERTIFICACION.**

Señor decano reciba un cordial y atento saludo y el mejor deseo de éxitos en el desempeño de sus funciones.

Por medio del presente **CERTIFICO** que autoricé a la Srta. Gina Viviana Cuaical Chamba para aplicar los instrumentos de investigación que requiere para obtener información y desarrollar el Trabajo de Integración Curricular, de acuerdo con las normas institucionales establecidas.

Particular que pongo en su conocimiento para los fines pertinentes.

Cordialmente,

MSc. Nuvia Trejo España
RECTORA
nuviatrejo @hotmail.es
nuvia.trejo@educacion.gob.ec
NUI. 0400752739
Cel. 0994980365

Sólo la educación cambia al Ecuador

Gobierno | Juntos
del Encuentro | lo logramos

UNIVERSIDAD TÉCNICA DEL NORTE

REPÚBLICA DEL ECUADOR

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Acepto participar voluntariamente en esta investigacion, conducida por **Gina Viviana Cuaical Chamba** estudiante de la **Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros** de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es **Establecer estrategias de lenguaje no verbal para mejorar el nivel de comprensión auditiva en los alumnos de 3er grado de la Escuela "28 de Septiembre", periodo académico 2022-2023.**

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre completo del participante: Nuvia Trejo España

Firma del participante

Cargo Rectora (e)

Nombre del investigador:

Firma del entrevistador

English Teacher Coordinator

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

REPÚBLICA DEL ECUADOR

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Ximena del Pilar Bedoya Guacán
Nombre completo del participante:

Coordinadora - docente Inglés
Cargo

Firma del participante

Nombre del investigador:

Firma del entrevistador

Annex 6. Interview to English Teacher Coordinator

Annex 7. Survey to students

Annex 8. Interview to the principal original

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

QUALITATIVE EVALUATION INSTRUMENT
INTERVIEW FOR AUTHORITY AT UNIDAD EDUCATIVA
28 DE SEPTIEMBRE
PRINCIPAL

General Information		
School	Unidad Educativa 28 de Septiembre	
Interviewer	Gina Cuaical	**Date:**
Interviewed	MSc. Nubia Trejo	

Objective	Esta entrevista está diseñada con el objetivo de conocer la aplicabilidad de estrategias del lenguaje no verbal usado en la institución, para desarrollar la comprensión auditiva en los estudiantes de 3er grado en la Unidad Educativa 28 de Septiembre en el periodo académico 2022-2023.

Como es de su conocimiento dentro de los parámetros propuestos por el Ministerio de Educación Ecuatoriano, los niveles de competencia que deben alcanzar los estudiantes del nivel Educación General Básico Elemental es A1, según el Marco Común Europeo de Referencia para las lenguas (MCER),

1. **¿Considera Usted que los estudiantes del subnivel elemental, tercer año EGB alcanzan el nivel A1? Si / No / Por qué?**

Bueno según los estándares que nos solicitan desde el Ministerio de educación si es un nivel muy alto por lo tanto, no creo que estén en condiciones los niños de llegar al nivel deseado, No creo en primer lugar, porque en la institución en los primeros años, y segundos años , el año anterior tuvimos algunos problemas por la falta de docentes de ingles entonces eso fue una situación .Además desde pandemia de COVID 19, el año anterior que tuvimos medio año de pandemia ausentes y medio año de presencial eso también dificulto muchísimo un retraso ,entonces este fue el primer año después de pandemia que estamos completo presencialmente, entonces eso si represento una situación que a lo mejor podría decirse lo que no permitió que los estudiantes rindan al máximo como se pretende en los estándares.

2. **¿Desde su punto de vista, la Institución cuenta con los recursos y materiales necesarios para que los estudiantes alcancen un apropiado desarrollo del proceso de nivel de enseñanza de inglés como lengua extranjera?**

Bueno si se tratara de un laboratorio audiovisuales designado exclusivamente para el área de Ingles no lo contamos. La institución no cuenta más que los docentes con sus recursos personales por decírselo así que son un parlante una grabadora un audio personal, de ahí otros recursos que los maestros implementen no tienen.

3. **¿Dentro de la lengua extranjera English, existen cuatro habilidades speaking, listening, reading and writing, es la más difícil?**

En el lenguaje, creo que escuchar y repetir son las más importantes y difíciles; no digo que las demás destrezas no importen, pero si los niños o nosotros no entendemos lo que nos dicen, no podemos responder ni aprender. Creo que pueden desarrollar esas habilidades lingüísticas; leer, escribir y leer no son fáciles, pero se pueden hacer.

4. **En su opinión, las habilidades de lenguaje no verbal favorecen el desarrollo de las habilidades de la lengua extranjeras.?**
Si yo pienso que sí, los seres humanos también aprendemos del lenguaje corporal de las señas también nosotros aprendemos obviamente los niños están en ese proceso de aprendizaje y el maestro tiene que implementar estrategias que llamen la atención y una de ellas es el lenguaje corporal.

5. **¿Considera Usted beneficioso usar una guía de estrategias de lenguaje no verbal con la finalidad de mejorar el nivel de comprensión auditiva de la lengua extranjera?**

Por supuesto que sí, seria de muchísima ayuda para todo el personal docente que en esta área para que tomen de ejemplo su base para elaborar su planificación si esto les ayuda a desarrollar mejor el lenguaje en nuestros estudiantes sería lo ideal.

THANK YOU FOR YOUR COOPERATION