HELPING CHILDREN DEVELOP ENGLISH LISTENING COMPREHENSION ABILITY THROUGH BODY LANGUAGE

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APPROVAL

The thesis entitled "HELPING CHILDREN DEVELOP ENGLISH LISTENING COMPREHENSION ABILITY THROUGH BODY LANGUAGE" presented by MARÍA CECILIA DE LOS HEROS MORALES in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language, was approved by the thesis director Dr. Majid Safadaran Mosazadeh, and defended on…………………before a Jury with the following members:

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President

_____   _____
Secretary   Informant

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I would like to thank my family for their unconditional love, support and patience during the months of this research and study when I needed different kinds of help. They believed in my capabilities for achievement. I would also thank God for his unconditional love and care for me permitting me keep straight and not desist in this thesis.

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INTRODUCTION

The purpose of this investigation is to get a Master's Degree in English Language Teaching, which is an objective I have been working for several years. I believe that the topic that was researched, allowed the acquisition of greater knowledge on this particular method and the gathering of a wide range of information of teaching English.

"Helping children develop English listening comprehension ability through body language" is an important issue, as it can lead to a more meaningful and motivational way of learning for students in grades of early development. Young children do not always have the necessary skills to understand oral or written instructions; but corporal expression can be a means to an end: learning to speak English at an early age in a way that is innovative.

During the investigation I researched topics not valued by current pedagogy; but nevertheless, inserted within the curriculum. An example would be the use of corporal expression to teach vocabulary. For example, when students learn about animals and name them they use their bodies to express them.

I encourage elementary school teachers to use this method, which has been so rewarding to me, and which I will develop further in the following chapters.

The first chapter presents the investigation outline, including the problems, the hypotheses, the objectives, the justification of the investigation as well as its limitations and antecedents.

The second chapter presents the theoretical framework which reflects the research I went through.

The third chapter explains the methodology of the investigation, including the type, design, population as well as study sample, variables, and techniques and instruments for gathering of data

The fourth chapter explains the discussion of the results by means of graphs and comments.

Finally, conclusions and recommendations are provided for further investigations to be considered.

CHAPTER I: INVESTIGATION OUTLINE

1.1.   Formulation of the Problem

Currently the dynamics of our time are exceptional. We are experiencing an ongoing transformation that involves not only socio-cultural changes, which are amazing, but also the advances in science and technology, the communications revolution, and the knowledge generated in different and diverse areas. Available information is everywhere and it exceeds the human capacity to digest and apprehend it. Globalization brings down the borders of the planet, gives us an overview of what our children need for being involved in an active way during the learning process.

Today our students spend hours in front of the computer and television, increasing their intellectual training and demand for quick and entertaining information. This leads to a loss of enthusiasm for moving, as they do not participate in sports or any outdoor activities. There is little room for them to express themselves and to move spontaneously.

I observe that children in the classroom are bored and they show a lack of motivation when they are taught English containing traditional techniques, quickly forgetting what they have learned.

However, when I worked through the content with body expression, movements and spontaneous games, students paid more attention and they became more enthusiastic and participated more in a permanent way and with a better learning.

When using body gestures related to speech, such as smiling or pointing, this helps with the verbal message, and students get more interest. Other gestures like regulators help to control turn-taking in communication, which is, speaking when it is his/her turn. Other gestures are important in body expression and may substitute words, they allow understanding immediately what the teacher is trying to express. Facial expression is also used to determine codes. For example, gaze behavior (a behavior done with the eyes) expresses emotions and it is more important than other body movements because it controls and elicits the interaction of others and shows interest.

The importance of games in the learning process leads us to think that the physical expression embedded in an educational content is a fundamental tool for achieving meaningful and lasting learning.

With this background, the following questions arise:

General problem

> Does Body language help children develop English listening comprehension ability?

Specific problems

- Do gestures help children develop learn English listening comprehension ability through body language?
- Does facial expression help children develop English listening comprehension ability through body language?
- Does gaze behavior help children learn English listening comprehension ability through body language?

1.2   Hypothesis

General hypothesis

Helping children develop English listening comprehension ability through body language.

Specific hypothesis

- Gestures help children develop English listening comprehension ability through body language.
- Facial expression helps children develop English listening comprehension ability through body language.
- Gaze behavior helps children develop English listening comprehension ability through body language.

1.3   Delimitation of the objectives

General objective

To demonstrate that corporal expression helps children develop English listening comprenhension ability through body language.

Specific objectives

- To demonstrate that gestures help children develop English listening comprenhension ability through body language.
- To demonstrate that facial expression helps children develop English listening comprenhension ability through body language.
- To demonstrate that gaze behavior helps children develop English listening comprehension ability through body language.

1.4   Justification of the investigation

I decided to do this research on body language because I have experienced the success of this way of teaching in my third grade classes, and I find that this method makes children get more attention and interest in listening and speaking skills.

On the other hand, I found three prior investigations related to the topic. Therefore, I became very interested in researching in order to expand my knowledge about it, and the theoretical background that is behind it.

According to my previous studies, I know that Piaget did some research about a learning theory of development where the children construct their knowledge of the world.

Vigotsky reinforces Piaget's concepts and adds other ones like social interaction using language and extending their mental abilities such as attention, memory and concentration.

Additionally, the well-known theory of multiple intelligences offers some light on kinesthesia, which is a point of departure for my topic.

1.5   Limitations of the investigation

Spatial limitation

The access to the sample to be used was a difficulty encountered, since I was not granted a permission to proceed with the research.

Time limitation

There have been limitations of time due to the fact that I work in a school full time.

Resources limitation

Finding bibliographic resources on the subject of the present thesis was quite a limitation. Three related thesis were found.

Economical limitation

The cost of this research is entirely on my own, without support of any institution.

1.6   Antecedents of the investigation

In my research for any antecedent of my investigation, I found three thesis, one at the University of Piura, (campus Piura), and the two others online, the three of them gave me an idea of the kind of research done so far.

The first thesis I found was:
Antecedents: **Enhancing vocabulary through songs**
Clemencia Verónica Herrera Gonzales, 2007, University of Piura, Piura (90 pages)
Master of Education Teaching English as a second Language

In this research Miss Herrera found that different aspects of language such as grammar pronunciation, reading, listening and particularly vocabulary can be exploited through the use of the technique of using songs (technique: different kinds of classroom activity). Vocabulary groups of words that meet naturally such as phrases and not simply isolated words.

Different methods enable one to develop a variety of stimulating learning activities. Using songs facilitates the teaching of lexical chunks. Using songs to enhance and improve vocabulary besides creating a relaxed and appropriated learning environment can become a practical and efficient tool. Furthermore, there is a direct connection between confidence and learning, as confident students are better learners.

Even when music is being used, teachers still need to be mindful of the important role played by sound pedagogical practices. It is suggested to combine music and pedagogy in the ESL classroom to fully benefit from the potentially powerful effects, which music can have upon language acquisition.

A variety of techniques should be incorporated in a language class that could help learn vocabulary; the technique of using songs is one of them. When using music with SL learners, educators need to make certain that the meaning of target vocabulary is clearly being conveyed.

Motivation is a key aspect to teach teenagers one of the best ways to motivate them is through songs. It is recommended the use of songs for encouraging learners this age. In the research, video-taping the lessons observed would have helped see the students' expressions. This would have enlarged the perspective, by seeing the expressive response to the song activities.

The second thesis I found was:

Antecedents: **Impact of Non-verbal communication on student's learning outcomes**
Muhamad Naeem Butt
Faculty of Arts, Social Sciences & Education
Sarhad University of Science and Information Technology
Peshawar – Pakistan, 2011 (228 pages)

In this research, Mr. Naeem found that communication plays an important role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. These are essential in teaching-learning process. Teachers can utilize a variety of verbal and non-verbal skills to aid students' comprehension of difficult concepts.

The important conclusions indicated that teachers made the learning environment active through their non-verbal communication whereby students felt alert in the classrooms and participated in the learning process, which consequently enhanced the level of their retention and understanding. Proper use of facial expressions, body movements, eye contact, pitch of voice, and spatial distance helped the teachers to provide better understanding to the students in the attainment of their learning outcomes. To the contrary the teachers who did not properly use non-verbal communication in the classroom could not motivate the students for effective learning.

The study made the following recommendations:

1. Teachers should be given an orientation in non-verbal communication and the skills thus acquired should be utilized in their teaching methodologies.
2. Teachers should be encouraged to use this technology in order to provoke the interest of the students and make them attentive in the class.
3. It is recommended that curriculum planners and policy maker should also recognize the importance of non-verbal communication and make it a part of the teacher education

program so that prospective teachers are trained in this important skill.

The third thesis I found was:

Antecedents: **Teaching Idiomatic Expressions in Language Classrooms – Like the Icing on the Cake**
Jessica K. Rodriguez and Helena Winnberg
University of Stockholm
Engelskoch, Larande
Sweden, 2013 (150 pages)

In this research Misses Rodriguez and Winnberg say that their thesis investigates what types of teaching approaches and methods can be used when teaching idiomatic expressions to learners of English. The method used is a small-scale research synthesis where studies are summarized, compared and discussed. An overview of the teaching approaches and methods provide an outline of the strengths and weaknesses of each approach/method in connection to the purpose of teaching idioms to language learners of English.

The results indicate that even though teaching procedures appealing to Multiple Intelligences are most common in the articles used for this thesis, there are several different ways to improve learners' idiom comprehension. Every teacher should have in mind that all students are unique and learn in different ways but some generalizations can be helpful when planning lessons.

Language is constantly changing. However, it is also full of somewhat fixed language use, specifically established idioms that are metaphorical expressions. This research synthesis has investigated what types of teaching approaches and methods can be used to teach idioms to learners of English.

The results show that, in these articles/studies, many procedures used when teaching idiomatic expressions to learners of English are those connected to Multiple Intelligences. Teachers have a great responsibility to create educational settings where all students

have an opportunity to develop their knowledge of the target language.

The curriculum for school states that, in order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their interests. Consequently, teachers should take students' interests into account when planning activities and tasks. In a class where many of the students are interested in theatre, for example, drama activities could be appropriate. The curriculum also states that students should be able to produce oral narratives and use different tools for being creative. Creativity is essential within the fields of art, music (sounds) and drama.

This suggests that, since learners implement a variety of strategies when trying to interpret the meaning of idioms, they should also be given the opportunity to develop and practice these.

In Misses Rodriguez and Winnberg's personal conclusions, they believe that idioms can be taught successfully in many different, creative ways. In general, it is probably beneficial to use a mixture of procedures to teach students because not all learners are the same type. Books, group work, drama, illustrations, music and sounds can all be used in order to create a variety of tasks and activities that appeal to different students. The teacher can also help raise students' awareness of idioms' origins and improve their cultural knowledge through teacher instruction and many other procedures. A few weeks can be spent on these activities and learning a larger set of idioms or the teacher can, potentially, make a habit of integrating idioms into lessons and address them on occasion throughout the school year. There are also many new ways of incorporating idioms in students' everyday lives by showing them different idiom games that can be downloaded to their smartphones.

They believe that when students' attention is drawn to idioms an entire world will open up and they will start noticing idioms everywhere.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Definition of education

According to the Merriam-Webster Dictionary[1]:

- Education is the action or process of teaching someone especially in a school, college, or university.
- Education is the knowledge, skill, and understanding that you get from attending a school, college, or university.

Education is a human right, as it is stated in article 26 of the Universal Declaration of Human Rights[2]:

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

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[1] Merriam-Webster Dictionary (2015). On internet on February 14th, 2015. Accessible at http://www.merriam-webster.com.
[2] United Nations website (2015). On internet on February 14th, 2015. Accessible at http://www.un.org/en/documents/udhr/.

Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- Parents have a prior right to choose the kind of education that shall be given to their children.

In June 2000, UNICEF presented a paper[3] at the meeting of The International Working Group on Education in Florence, Italy. The document stated that Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;

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[3] UNICEF website (2015). On internet on February 14th, 2015. Accessible at http://www.unicef.org/education/files/QualityEducation.PDF.

- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context.

2.2 Education in Peru

According to the Peruvian Law of Education Nº 28044[4], Article 2 Concept of Education, "La educación es un proceso de aprendizaje y enseñanza que se desarrolla a lo largo de toda la vida y que contribuye a la formación integral de las personas, al pleno desarrollo de sus potencialidades, a la creación de cultura, y al desarrollo de la familia y de la comunidad nacional, latinoamericana y mundial. Se desarrolla en instituciones educativas y en diferentes ámbitos de la sociedad". "Education is a life-long process of learning and teaching, which contributes to the integral formation of people, to the full development of their potential, to the creation of culture, and to the development of the family and the national, Latin American and world community.

2.3 English Language Teaching in Peru

In the official document "Marco Curricular Nacional – Tercera versión"[5] issued in 2014, we can find the "Aprendizajes Fundamentales" or "Fundamental Learning", one of which is "Se

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[4] Congreso de la República del Perú (2003). Ministerio de Educación del Perú. Retrieved on February 20th, 2015. Accessible at http://www.minedu.gob.pe/p/ley_general_de_educacion_28044.pdf.

[5] Ministerio de Educación (2014). MINEDU. Retrieved on February 20th, 2015. Accessible at http://www.ugelcanas.edu.pe/tercera-version-del-marco-curricular-nacional-2014-para-el-dialogo

comunica para el desarrollo personal y la convivencia social" or "The student communicates for personal development and social coexistence". In this section, it is stated that the students communicate effectively in English at a basic standard.

In Peru, the teaching of English is obligatory only in High School according to the "Diseño Curricular Nacional 2009"[6], which demands two hours per week of English Language Teaching. However, in the private sector English is taught starting in Nursery Schools up to Secondary.

The focus of attention of this thesis is Third Grade – Primary School. In the private school where I teach, English is taught only one hour per week in small groups. It is important to mention that working with small groups, learning is easier and more effective.

2.4   English Language Teaching

Teaching English as a Foreign Language means that English is taught to learners, both overseas and in the UK, who do not normally live or work in an English-speaking country. TEFL (Teaching English as a Foreign Language) refers to teaching people whose first language is not English, but who need to learn it for work or leisure. These students are usually adults who are paying for the courses themselves, or their company is. They are often highly motivated and literate, and already have an aptitude for languages. The most dynamic area of TEFL is working with young learners.

We should look at the teaching process as the facilitation of learning, in which you can teach a foreign language successfully if, among other things, you know something about that intricate web of

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[6] Ministerio de Educación (2008). MINEDU. Retrieved on February 20th, 2015.
Accessible at
http://sistemas06.minedu.gob.pe/sinadmed_1/resolucionesexternas/consultanormas.aspx

variables that are spun together to affect how and why one learns or fails to learn a second language.

2.5   Some methods in English Language Teaching

2.5.1   Grammar Translation Method

It is a method of teaching foreign languages from the classical method of teaching Greek and Latin. Students learn grammatical rules and then they apply them by translating sentences between the target language and the native language.

This method has two main goals: to enable students read and translate literature written in the target language, and to help students with their general intellectual development.

2.5.2   Audiolingual Method

This method is a style of teaching based on behaviorist theory in which individuals could be trained through a system of reinforcement that is using a positive feedback if it is used correctly, and negative feedback if it is used in a negative way.

This method was similar to another method called the direct method, and both methods were taught directly without using the students' native language to explain new words or grammar, but the only difference was that this method did not focus on teaching vocabulary, only in the use of grammar.

In audio-lingualism, there is no explicit grammar instruction, only memorization, and helps students practice the particular construct until they can use it spontaneously.

According to Charles C. Fies (1957)[7], Director of the English Language Institute at the Univ. of Michigan, he believed that learning structure or grammar was the first thing to learn for the student, by receiving enough vocabulary. The students were only given "enough vocabulary to make such drills possible." He later included principles for behavioural psychology, as developed by B.F. Skinner, into this method.

2.5.3   The Communicative Approach

The Communicative Approach is based on the idea that learning language successfully comes through communicating real meaning. When learners are involved in real communication, they use their natural strategies for language acquisition that permits them to learn the use of language; for example, when students are asked to find personal information about their partners by asking each other.

This method is centered on the learner and gives more emphasis on skills than in systems and there may be use of authentic materials and realia. (Richards, 2001)[8]

2.5.4   Total Physical Response

The Total Physical Response (TPR) is a language teaching method, developed by James Asher, professor at San Jose State University. It is based on the coordination of language and physical movement, giving commands to students in the target language and students respond with whole body actions.

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[7] Fries, C. The Structure of English: An Introduction to the Construction of English Sentences. 1957. UK: Longmans, Green
[8] Richards, J et al. Approaches and Methods in Language Teaching. 2001. UK: Cambridge University Press

This method is an example of the comprehension approach to language teaching. The listening and responding with actions serves for two purposes:

It means a quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly, but vocabulary and idiomatic terms and phrasal verbs are.

Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and their children often took the form of speech from the parent, followed by a physical response from the child and the parent reinforces the child's responses through further speech. This creates a positive feedback between the parent's speech and the child's actions. He also observed that children spend a long time listening to language before speaking, and that they can understand and react to utterances much more complex that those that they can produce.

So he made three hypotheses based on his observations: first, the language is learned basically by listening, second the language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

The first is that the brain is naturally predisposed to learn language through listening. He says that learners internalize language better when they respond with physical movement to new language. He hypothesizes that speech develops naturally and spontaneously after learners internalize the target language through input, and it should not be forced.

He said: "A reasonable hypothesis is that the brain and the nervous system are biologically programmed to acquire language, either the first or the second in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronise language with the individual's body".

The second of Asher's hypotheses is that effective language learning must keep in the right hemisphere of the brain

and physical movement is also controlled primarily by the right hemisphere, so he sees that both together combine perfectly.

Asher's third hypothesis is that language learning should not involve any stress, and he recommends that teachers focus on meaning and physical movement to avoid stress.

Principles

TPR is an example of the comprehension approach to language teaching. Methods in the comprehension approach give importance to listening on language development, and do not require spoken output at the beginning. Teachers wait as much as it is required until students start to speak in a spontaneous way, if not they can respond in their native language.

The biggest emphasis of a Total Physical Response class is on listening comprehension, but the goal is to develop oral fluency. The author sees that developing listening comprehension skills is the best way of developing spoken language skills. Lessons are organized around grammar, especially on verbs. Teachers give commands on verbs and vocabulary and the principal focus given is on meaning. Grammar is learned by induction and not explicitly taught, and students acquire the grammatical structure of language in contact with the spoken language input. They decode the messages in what they hear to find their meaning, calling this codebreaking.

Most of the class in TPR lessons takes place doing drills in which the teacher gives commands using the imperative mood. Students should respond to these commands with physical actions. At the beginning, students learn of the meaning of the commands by direct observation, and then after they learn the meaning of the words, the teacher gives commands that use new combinations of the words students have learned. Teachers decide the number of new vocabulary given to the students at any time, and helping students differentiate the new words from those previously learned, and to facilitation with their language already known.

Teachers can use other activities besides the "Imperative Form" usage, like role plays and slide presentations, and they should not treat learners' mistakes the same way parents treat their children. They should start correcting them as soon as students become more advanced.

According to the author, TPR lesson plans should contain detailed commands. He says, "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously."[9] (Asher, 1977)

Teaching Materials

TPR lessons use a variety of realia and posters. As students progress, the teacher may begin to use objects found in the classroom such as furniture or books, and later may use word charts, pictures and realia. There are a number of specialized TPR teaching products including student kits developed by Asher, and an interactive CD-ROM for students to practice.

TPR Advantages

Students enjoy being active and getting out their chairs and move around. There are several activities that do not require a lot of preparation from the teacher. TPR is aptitude-free, working well with a mixed ability class and with students having various disabilities. It is good for kinesthetic learners who need to be active in class. Class size can be large or small, and children and adults can use it as well.

It can be a challenge for shy students and also be useful for students with dyslexia or learning disabilities who experience difficulties in learning foreign languages with traditional classroom instruction.

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[9] Asher, J. Learning another Language through Actions. 1977. USA: Sky Oaks Productions

Blaine Ray[10], a Spanish language teacher suggested stories to TPR to help students acquire non physical language, creating a foundation of the method known as Teaching Proficiency through Reading and Storytelling (TPRS) built on Stephen Krashen's theories of language acquisition.

2.6   Characteristics of an 8-year-old child

Children at this age are learning more about the world and are more social, they have developed some interests and know what they like or not. They become more confident about themselves. They are able to have relationships with others with less guidance, and take on more responsibility for taking care of themselves.

For an 8-year-old child his/her physical development will be of refinement of skills, coordination and muscle control. When they have natural athletic abilities, they are shown at this age.

As to emotional development at this age, children will show complex emotions and interactions and they will be more independent. They will be able to be more concentrated and pay attention for longer periods of time and they will be more critical and can express opinions with better vocabulary and language skills.

They start to be part of a social group or groups, sports team and have close friends. They usually like to go to school and like their classmates. (Child Parenting, 2014)[11]

2.6.1   How an 8-year-old child learns

Most theories show a development of a second language at an early age. Ideally, everyday conditions must be created through

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[10] http://www.blaineraytprs.com/
[11]   http://childparenting.about.com/od/physicalemotionalgrowth/tp/Child-Development-Your-Eight-Year-Old-Child.htm

drawings, songs, sounds, games for education as part of the child's daily life.

Between four and seven years is the age at which there is an ideal opportunity to develop the cognitive and linguistic ability. This is when the child has no inhibitions and easily assimilates new concepts with no interference from their own language with a second language. The stage to be considered in this work occurs between the ages of seven and eleven years, and is characterized by the appropriate use of logic. During this stage, a child's thought processes become more mature and "adult like."

They start solving problems in a more logical fashion. Abstract, hypothetical thinking has not yet developed, and children can only solve problems that apply to concrete events or objects. Piaget determined that children are able to incorporate inductive reasoning. To deepen my theoretical framework I will refer to two fundamental issues: Learning Theory of Jean Piaget and Learning Theory of Lev Vygotsky.

2.6.2   Learning Theory of Jean Piaget

Piaget developed a stage theory of development where the child actively constructs his/her knowledge of the world. As the child develops the mind through a series of reorganizational phases, he ascends to a higher level of psychological functioning.

Piaget's theory provides a significant continuity to the development of human understanding. This theory covers the development of intelligence in the life cycle. In Piaget´s view, a child's understanding of the world arises from the coordination of actions and interaction with objects. The child acts in a constructivist mode that constructs reality in the relationship between actions and objects. Children come to know the effects of their actions and properties of objects through these simple and current actions.

Over the course of his six-decade career in child psychology, Piaget identified four stages of mental development, called Schema, (Schemata). They were stages of mental development. He established new fields of cognitive theory and developmental psychology.

Schema-Schemata

A Schema is a structured group of development concepts that can represent objects or sequences of events or relations. It is the mental framework created as children interact with their physical and social environments, constantly in the process of being changed, by on-going experiences, also generalized ideas based on experiences. Children elaborate them whenever they have new experiences and they create their own unique understanding of the world, interpret their own experiences and knowledge, and subsequently use this knowledge to solve more complex problems.

In 1993, Piaget described three kinds of intellectual structures or Schemata: behavioural (or sensorimotor) Schemata, symbolic Schemata, and operational Schemata.

Behavioural Schemata: organized patterns of behaviour that are used to represent and respond to objects and experiences.

Symbolic Schemata: internal mental symbols (such as images or verbal codes) that one uses to represent aspects of experience.

Operational Schemata: internal mental activity that one performs on objects of thought.

According to Piaget, children use the process of assimilation and accommodation to create a Schema or mental framework for how they perceive and/or interpret what they are experiencing, so their concepts tend to be more general.

Piaget placed great importance on the education of children, and he called his collective theories on child development "Piaget's

Genetic Epistemology". He explained scientific knowledge based on its history, sociogenesis and psychological origins of the notions and operations which it was based. For this, he studied the development of thought and action in children from its origin and development of cognitive abilities from its organic, biological and genetic basis, finding that each individual develops at their own way.

He recognized that is was difficult to provide children deepest thoughts and inner intellect, also if the results or their examinations really reflected what children believed. He started to develop clinical methods of examining, and among these was questioning a child and by examining his/her responses, it was examined the child's perception of the world through his/her responses, so the difference between "liverated" and "spontaneous" responses was recognized. (Flavell, 1979)[12]

The developmental process

Piaget explained that the developmental process was a whole process and it was in a cycle. The child performs an action which has an effect on or organizes objects, and the child is able to note the characteristics of the action and its effects, also like organizing objects and he is able to see the characteristics of his action and its effects.

Through repeated actions, the child is able to differentiate and integrate its elements and effects and it is called reflecting abstraction. This is the process of "reflecting abstraction".

At the same time, the child is able to identify properties of objects when actions affect them, and it is called "empirical abstraction". By repeating this process with several objects and actions, the child establishes a new level of knowledge, and it is

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[12] Flavell, J. The developmental psychology of Jean Piaget. 1979. Buenos Aires: Ed. Las Marinas

called a new cognitive stage, which allows the child to construct new ways of dealing with objects.

However, when the child has constructed these new kinds of knowledge, he or she uses them to create more complex objects and to carry out more complex actions, resulting that the child starts to recognize more complex patterns and objects.

This model of development explains human knowledge, for example when children in a progressive form improve their understanding of things by acting on and reflecting on the effects of their own previous knowledge, so they can organize their knowledge in increasingly complex structures.

In this way, the child starts to be aware of words like "right", "valid", "necessary", "proper", etc. Through this process of objectification, reflection and abstraction, the child constructs his/her principles that justify his/her actions.

In the theory of Piaget, intellectual development is clearly related to biological development. Intellectual development is necessarily slow and essentially qualitative: the evolution of intelligence involves the gradual appearance of different stages that differ from each other by the construction of qualitatively different patterns. Piaget's theory reveals the stages of cognitive development from childhood to adolescence: how psychological structures are developed from the inborn reflexes that are organized for children in patterns of behavior and that are internalized during the second year of life as models of thought, and develop during childhood and adolescence in complex intellectual structures that characterize adulthood

Types of Knowledge:

Physical knowledge: This knowledge is acquired by the child through the manipulation of objects around him/her and as part of its interaction with the environment through the process of observation.

Logico-mathematical knowledge: It is the coordination of the actions performed by the subject with the objects.

Social knowledge: It is based on social agreement. It is acquired by the child in interaction with other children or the teacher, or with adults.

Piaget assumes that education takes place "inside out". For him, the purpose of education is to promote the intellectual, emotional and social development, but given that growth as the result of some natural evolutionary process. Educational action therefore needs to be structured so as to further the personal construction processes through which growth operates. Discovery activities should be therefore a priority. This does not mean that the child has to learn alone. On the contrary, a basic feature of the Piagetian pedagogical model is precisely the way it highlights the horizontal social interactions. The implications of Piagetian thought affect learning constructivist conception of learning.

The general principles of Piagetian thinking about learning:
1. Teaching objectives must also be focused on the student's activities.
2. Contents are not intended as an end but as tools to serve the natural evolutionary development.
3. The basic principle of Piagetian methodology is the primacy of discovery method.
4. Learning is a constructive procedure.
5. Learning depends on the level of development of the subject.
6. Learning is a process of cognitive reorganization.
7. In the learning development, there are important cognitive conflicts or contradictions.

8. Social interaction promotes learning.
9. Physical experiences become an awareness of the reality that facilitates problem solving and encourages learning.

Learning experiences should be structured in a way that favors cooperation, collaboration and exchange of views in the pursuit of knowledge (learning).

As the Director of the International Bureau of Education, in 1934 he said that "only education is capable of saving our societies from possible collapse, whether violent, or gradual". Also, "What the genetic epistemology proposes is discovering the roots of the different varieties of knowledge, since its elementary forms, following to the next levels, including also the scientific knowledge."

2.6.3   Learning Theory of Lev Vygotsky

The main idea of Vygotsky's work is that human development can only be known as in terms of social interaction. Language, for example, is learnt by the atmosphere in which we are in through social interaction. The"Other" plays an important role in his theory. His ideas have an important role in theoretical thinking in psychology and pedagogy.

He noticed that intelligence was developed on children using tools like language in their environment. These tools extended the mental ability such as attention, memory, concentration, etc.

The process of internalization

We have to understand that "internalization" means gradual and progressive appropriation of a variety of operations, in contact with social interactions and cultural mediation.

This social and cultural backgrounds of individual and collective behavior of the subject is just one example of the importance that the phenomenon of internalization of norms, values, etc., represents for the preservation, development and evolution of society and to which Vygotsky defined as the "law of double training" or "general genetic law of cultural development", which social and cultural backgrounds of individuals and collective behavior is important in this internalization for norms, values, etc.

The development of this phenomenon of internalization occurs at an early stage when the subject, from birth, interact with their peers in a specific sociocultural home and school environments, making them acquiring experiences that are gradually transforming into mental processes.

In this regard, Vygotsky states: "... the internalization of socially and historically developed activities originated is the distinctive feature of human psychology. The base of the jump from animal to human psychology."

The psychic internalization process involves a social experience (everyday social language of the child to attend school or preschool level) gradually evolves into intellectual language uses (the socio-language daily child is transformed into thoughts), and its intermediate stage into egocentric speech. To the extent of this improvement, the child develops autonomy or independence with real, concrete objects, which begin to manifest in its abstract aspect mentally.

Game Psychology

Through playing, the children make their meaning abstract; they separate the objects of the world, which is a critical feature in the development of superior mental functions.

The action is determined by ideas and not by objects. . "The old adage that children's play is imagination in action can be reversed: we can say that imagination in adolescents and infants is play without action." (Vygotsky, 1962)[13]

Theory of mental development and educational problems

Vygotsky' theory is a socio-cultural-historical of the development of higher mental functions. But today, we can say that the idea of a primary sociability and partly genetically determined, has almost the status of an established scientific fact as a result of the convergence of two streams of research: first, biological research such as those relating to the role of sociability in anthropogenesis or pertaining to the morphofunctional development of the infant (there are, for example, a growing body of evidence that the brain areas that govern social functions, such as perception the face or the human voice, experience an early and accelerated) maturation. On the other hand, recent empirical research on the social development of early childhood demonstrates the existence of a primary and early sociability.

According to Vygotsky's, human beings were completely social, it was a theoretical hypothesis, but today we can affirm that it is a scientific fact, due to the biological research on the first hand, and on the other hand the recent empirical research on the social development of early childhood. Henri Wallon expresses the same idea more categorically: "The (individual) is social genetically"

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[13] Vygotsky, L. S. 1962. Thought and language. Cambridge: MIT Press.

He defended his ideas on the sociability of the child and the consequences of the theory of child development. He wrote in 1932: "Through the mediation of others, through the adult, the child is delivered to their activities. Absolutely everything in the child's behavior is blown, rooted in the social "continues". Thus, the child's relationship with reality is, from the beginning, social relations. In this sense, it could be said of the infant is a social being in the highest degree."

Vygotsky's research shows that, even in this case, inheritance is not a sufficient condition, but also required the contribution of the social environment as a very specific way of learning. According to Vygotsky the way of learning within the framework of social partnership is a construction in the process by the child and adult activities. Adults introduce language as an instrument of communication and social interaction, and Vygotsky describes the language as an instrument of social relations, of internal psychic organization of the child thinking with private speech and internal verbal language.

Vygotsky's analysis on the relationship between development and learning related to the acquisition of language leads us to define the first model of development. Learning is presented in a natural process of development to strengthen it, offers the tools to restructure their mental functions.

In his theory the interaction of the role of adults as representatives of culture in the process of language acquisition by the child plays a crucial role, not only social interaction but culture one. Culture plays an important role in individual development.

In analyzing these implications point of Vygotsky is the famous statement of F. Bacon (he cites repeatedly) "Necnanus, nisi intellectus sibi permissus, fine valent: instrumentis et auxilibus perficitur res" [hand and human intelligence deprived of the necessary instruments and subsidiary, are relatively powerless,

on the contrary, strengthening its power are the tools and aids offered by culture].

Vygotsky's exemplary research on the appropriation of cultural tools serves as internal techniques to the formation of concepts: comparative studies on experimental concepts, spontaneous and scientific ones. The results of this research are presented in his book "Thought and Language" (1934 - his most important book). According to him, the most important scientific concepts are during the school year as cultural tools that assimilate in the child to modify his/her thinking. These concepts in his/her structure are organized in hierarchical systems such as groups, families, to internalize the structure, so the child extends the possibilities of thought.

The second model of development, called artificial development, which is the process of acquiring system concepts, permitted Vygotsky discover the metacognitive dimension of development. When children acquire such systems, the intellectual operations can be performed very easily, for example the teacher lessons, and this process of voluntary self-regulation is facilitated by the verbal learning, explanation of all intellectual operations, externalization process of constructing concepts, development of concepts, monitoring the learning process by expert adults, etc. The individual could achieve a clear knowledge of his/her own cognitive processes and the voluntary control of them, in which the essence of metacognitive operation is.

The relationship between social interaction and cognitive development is a favorite theme of Vygotsky that has been extensively studied in contemporary psychology, at the intersection of social psychology and cognitive psychology, with obvious practical applications in education.

Zone of Proximal Development

The concept of the More Knowledgeable Other (MKO) is integrally related to the second important principle of Vygotsky's work, the Zone of Proximal Development (ZPD).

This concept is related to the difference between what a child can achieve independently and what he/she can do it with guidance from a skilled person.

He sees the Zone of Proximal Development as an area where the most sensitive instruction or guidance should be given, that permits the child develop skills for higher mental functions. He also sees that interaction with peers is the effective way of developing skills.

His concept of zone of proximal development was a theoretical range. The child was not isolated in his/her sociocultural environment. There was no development and diagnosis of their skills without the social part. This zone was defined as the difference between the activities of the child and his/her activities when acting in cooperation and with the assistance of an adult. He argued that development would be more productive if children were exposed to new learning precisely in the zone of proximal development. When children were in collaboration with an adult they acquired it more easily.

There were multiple forms of adult assistance in the zone of proximal development: for example the imitation of attitudes, effects of monitoring by the adult, and collaboration.

According to Vygotsky, education should be conducted towards the zone of proximal development, where the child contacs culture supported by an adult. School education would be the organizer of learning, where learning plays the role of powerful support.

The educational theories of Vygotsky

Vygotsky argued that education was not only acquisition of a set of information, but was one of the roots of development, and it was defined as the artificial development. Education would provide instruments, technical and intellectual operations, so he gave emphasis on structural and instrumental aspects on the content of educational programs. School was considered a message of a key factor of education, and was based on a system of social relations, although he critiziced school, and said that school would not always teach knowledge systems, and just only overwhelmed students with too many and meaningless contents.

Vygotsky's theory differs from that of Piaget in a number of important ways:

Vygotsky gives more emphasis on culture cognitive development and does not refer to stages as Piaget.

Vygotsky assumes cognitive development varies across cultures and Piaget states cognitive development is mostly universal across cultures.

Vygotsky gives more emphasis on social factors that contribute to cognitive development and Piaget understimates this.

Vygotsky states cognitive development stops from social interactions from guided learning within the zone of proximal development. Piaget says that cognitive development stops from independent explorations in which children construct knowledge of their own.

For Vygotsky, the environment in which children grow up will influence what they think.

Vygotsky gives more emphasis on the role of language in cognitive development. Piaget does not give emphasis on this. Vygotsky cognitive development results from an internalization of language.

According to Piaget, language depends on thought for its development, although for Vygotsky, thought and language are separated since birth, and join around three years of age, producing verbal thought.

Both, Piaget and Vygotsky argued that children were born with basic materials and abilities for intellectual development.

Vygotsky says that there are four elementary mental functions which are called Higher Mental functions: attention, sensation, perception and memory. For example, memory in young children is limited by biological factors, but culture determines the type of memory strategy we develop.

Vygotsky refers to tools of intellectual adaptation, which permit children use basic mental functions more effectively and that are culturally determined.

Social Influences on Cognitive Development

Vygotsky, as well as Piaget, believed that young children were curious and involved in their learning and were involved in their discovery and development of new understandings. However, Vygotsky gave more emphasis on social contributions to the process of development, and Piaget gave emphasis on self-initiated discovery.

According to Vygotsky learning occured through social interaction with a skillful tutor, who modeled behaviors and provided verbal instructions, called cooperative or collaborative dialogue.

2.7   Multiple Intelligences

This theory is a theory of intelligence that differentiates it into specific modalities. It considers seven criteria for a behavior to be considered an intelligence: Musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and moral. Each individual possesses a unique mixture of all these intelligences.

It was proposed by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. Gardner proposed seven criteria for a behavior to be considered an intelligence. These were the following: potential for brain isolation by brain damage, place in evolutionary history, presence of core operations, susceptibility to encoding (symbolic expression), a distinct developmental progression, the existence of savants, prodigies and other exceptional people, and support from experimental psychology and psychometric findings.

Gardner chose eight abilities that he held to meet these criteria: musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic. He suggested that existential and moral intelligence may also be worthy of inclusion. Although the distinction between intelligences has been set out in great detail, Gardner opposes the idea of labeling learners to a specific intelligence. Each individual possesses a unique blend of all the intelligences. Gardner firmly maintains that his theory of multiple intelligences should "empower learners", not restrict them to one modality of learning.

According to Gardner, intelligence is categorized into three primary categories, formulated by the abilities: the first one is the ability to create a good product or service, the second one to have skills that can make a person solve problems and the third one the potential for finding solucions for problems.

Many of Gardner's "intelligences" are related with the *g* factor, supporting the idea of a single dominant type of intelligence. According to the study, each of the domains proposed by Gardner involved a blend of *g*, cognitive abilities other than *g*, and, in some cases, non-cognitive abilities or personality characteristics. Empirical support for non-*g* intelligences is lacking or very poor. Despite this the ideas of multiple non-*g* intelligences are very attractive to many due to the suggestion that everyone can be smart in some way. Cognitive neuroscience research does not support the theory of multiple intelligences.

These intelligences are correlated with the g-factor that is one dominant type of intelligence.

According to the study, each of these intelligences involves a blend of g-factor. (wikipedia, 2014)[14]

2.7.1   Multiple Inteligences in English Language Learning

According to Christine Andersen there is a relationship between multiple intelligences and the learning of English Language.

The following chart summarizes her research:

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[14] http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences

INTELLIGENCE	DESCRIPTION	EXAMPLES TO ACTIVATE THIS INTELLIGENCE
Linguistic intelligence	The ability to decode meaning and properly use words orally and in writing. The linguistic domain underlies most of the intelligences as it is by means of the linguistic code that communication is achieved.	• Solving word puzzles • Reading tales, poetry and rhymes • Using riddles and jokes • Inferring grammar rules through examples • Playing word games *All the activities implemented are for students to learn or acquire the linguistic code.*
Logical/ mathematical intelligence	The ability to use numbers, analyze data, and understand abstract symbols, graphs, sequences, and cause-effect relations.	• Drawing mind maps to record information • Using computer programs • Classifying and sequencing items • Deciphering codes • Problem-solving activities • Using gap and fill in activities
Interpersonal intelligence	The ability to understand and interact with other people, establishing rapport and empathy.	• Developing group work activities • Allowing class discussions • Participating in contests • Interacting in activities such as: "Find someone who…" • Listening to classmates
Visual/spatial intelligence	The ability to understand spatial relationships and to become sensitive to physical aspects of matter such as shape, color, etc.	• Drawing • Making posters • Designing • Imagining • Interpreting maps and pictures • Solving jigsaw puzzles • Finding differences • Developing memory exercises
Bodily/ kinesthetic intelligence	The ability to use movement and gestures to express feelings, ideas and to interact using the whole body.	• Using TPR activities and role plays • Doing choreographies • Manipulating objects (juggling, using pens, color and Play-Doh) • Miming • Tapping to the rhythm • Performing stories or plays

2.7.2 Linguistic intelligence

Linguistic intelligence is intelligence when using language in reading, writing or talking to others. When teaching story telling, it allows the teacher to work with concepts, details or goals to share knowledge. (Education, 2014)[15]

When a person has linguistic intelligence he/she can think in words and can remember, analyze, problem-solve, plan ahead and create. Students can listen and respond to the sound, rhythm, and color, imitate sounds, language, reading and writing of others, learn through listening, reading, writing and discussing, read effectively, comprehend, summarize, interpret, remember what has been read, exhibit ability to learn other languages.

2.7.3 Body/Kinesthetic Intelligence

This intelligence is related to physical movement, and works with physical movement, by expressing oneself through our own body. It involves physical coordination, using fine and gross motor skills and learning through physical activities. (CSE.Emory, 2014)[16]

2.8 Body Language

When we communicate with other people it is not only our words that contain the meaning. An important part of that meaning comes from what is called 'non-verbal communication'. By this we mean facial expression; gestures with hands, arms, legs; the way we sit or stand; the way we touch other people; the distance we keep between ourselves and the people we are talking to; our dress and our appearance. All these say something to other people.

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[15] http://www.education.com/reference/article/eight-intelligences/
[16] http://www.cse.emory.edu/sciencenet/mismeasure/genius/research02.html

Facial expressions and gestures are used by everyone often spontaneously, even unconsciously. Smiling, for example, is found in most cultures as a sign of happiness or pleasure. Gestures such as pointing, waving, shaking or nodding the head are also widely used, although the gestures themselves do not always mean the same in every culture.

Body Language is also named "Kinesics". In English teaching, teachers should use body language properly, correctly, naturally and harmoniously, and they use Sign Language, Expression Language, Posture Language and Grace Language artistically. It can help other teachers to organize the teaching procedure, increase students' and teachers' affection for each other, motivate students' good mood for studying, emphasize the important teaching points and improve the teaching effect and the likeness. "The body language in teaching is even more effective than the speaking language in certain cases". (eslteachersboard, 2014)[17]

2.9   Corporal Expression

Language of the body is one of the basic forms for human communication. It is considered a language and it is perceived in several levels, since it obtains the integration of the physical, affective, social and mental levels of the person. And like all languages, it is sensitive of which the subject reaches in himself/herself various degrees of dominion and competition.

Dividing the etymological meaning of expression (exprimire: to express) indicates (Stokoe, 1999)[18] that "the CE as well as the dance, music and other arts, is a way to express stages. It is emphasized also the liberated feeling that produces the practice of

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[17] http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?noframes;read=917

[18] **S**tokoe, P. 1999. La Expresión Corporal en el Jardín Infantil, Santiago, Universidad Educares

the corporal expression, claiming that the expression is more or less intense and contains psychic stages that produce a certain lightening. "It releases energies, orienting them towards the expression of the being through the organic union of the movement, the use of the voice and percussive sounds". The liberation of the accumulated tensions comes to mean "to expand a little" "relax", "unload the aggressiveness, energy", "to unblock what is blocked". To relax, to stretch (with its felt double to undo the muscular tensions and the psychic ones), to unload, to untie, to unblock, there are terms that are used to express the results that take place or hope to take place of the practice of the CE, is an experience of free and spontaneous movement, of creation with the body, "to give to exit to creative spontaneity raw"; to discover all the possibilities that arise from the body. Corporal expression and expressive creativity always go united. The corporal expression is creative, because a human activity cannot be understood with a person without the creative holistic ability.

Corporal expression always occurs in a relation with his means, space, objects and with others. "Without this relational dimension we could not speak of corporal expression". Finally, the accent is placed in which the corporal expression supposes to express itself with communicative intentionality. And when this side appears then the artistic terrain appears with the spectacular corporal expression, whose objective is to use the corporal language to transmit a product beautifully made in a spectacle (mimics, theater, ballet, etc).

2.9.1 Corporal Expression: Educative matter

As educative matter, Corporal Expression talks about movement in order to favor processes of learning, to structure corporal scheme, to construct an appropriate image of itself, to improve communication and to develop creativity. Its object of study is the communicative corporeality in relation: to be in movement in a time, a space and with certain energy. The strategies for their learning are based on games, improvisation,

experimentation and reflection. It develops spontaneity, expressive creativity, imagination and sense of game, favors the acquisition of instrumental corporal techniques: relaxation, concentration, flexibility, lack of inhibition and sensitization.

It is interdisciplinary and stimulates the teaching staff to consider the pupils like total beings since it simultaneously implies in the learning motor, affective, social and mental aspects. (Bossu, 1986)[19]

Objectives

In the field of child education, in the past years there has been given a special importance in developing child's expression, and with them, to strengthen his/her sensibility, creative possibilities and abilities to discover themmselves, spontaneous and complete.

The method of motricity and corporal expression, taking as instrument the own body, constitutes an important way of chanelling of abilities, liberation, discovery and building awareness of personal possibilities; takes to a real necessity to express, agreeing the harmonic development of the child in his/her psychophysical total.

2.9.2 Importance of the psychomotor activity and the dynamicexpression in Education

Psychomotor activity is faced to favor the acquisition or to develop the capacity of time-spatial perception and of symbols, starting from building awareness and control of the own body as important basis on which the awareness of these notions will be faced.

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[19] Bossu, H. y Chalaguier , C. (1986). La Expresión Corporal, Método y Práctica. Barcelona: Científico Médica

Why is the knowledge and control of the body fundamental? It is the bridge between "I" and the external world; the relation between each human being and the external is materialized in base of movement demonstrations, and that external reality starts to be known through its emotions and perceptions.

Going to the lecture and writing, sounds of vowels and consonants, like letters that represent them, order them to form words and phrases is playing with sound, rhytm, and spatial perception.

The vital games, community creations more productive and educational arise on this free and happy way, favouring the child, not only since the point of view of his/her comprehensive integral formation, but strengthening a solidarity emotion and human relation, essential to his/her development in the community. (Schinca, 2005)[20]

2.9.3   Language learning beyond words: incorporating body language into classroom activities

Research suggests that nonverbal communication plays an important role in second language communicate skills, although little attention has been given to practical teaching techniques that will help language teachers incorporate this element into their classrooms.

It considers the interplay of body language, especially gesture, facial expression and eye behavior, and gives special consideration to the second language learner and the obstacles that can be arisen in communication. There are specific activities like video, drama and role play, interviews that show how to stimulate teachers' creativity in producing their own activities to

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[20] Schinca, M. 2005. Psicomotricidad , ritmo y expresión corporal (Ejercicios Prácticos) 3ra edición. España: Editorial Escuela Española, S.A.

make students know in how to recognize visual and auditory codes in communication.

We depend heavily on nonverbal communication in our daily lives. There is research on this that says that about 70% or out time is shared with other people, but only we speak for only 10 to 11 minutes day, and each utterance takes us about 2.5 seconds.

If speakers of the same language rely so much on nonverbal communication to achieve understanding, one can only imagine when we consider an exchange between second language speakers and their potential language difficulties. According to Singelis, "The fact that at least one communicator is working in a second language means the verbal content may not be as clear as it would be in an intracultural interaction. Consequently, the reliance on nonverbal communication may be even greater than normal considering the tremendous amount of compensation or communication strategies used by second language interlocutors as they gesture and use facial expressions to negotiate their interaction".

2.9.4 Definition of Nonverbal Communication

Nonverbal communication includes all communication other than language. Language is a human effort and arbitrary symbols are used to convey meaning. Nonverbal communication is all of the messages other than words that people exchange. Messages are seen as symbolic and are intentional. For example, if a learner extends his arm above his head in a stretching motion to relieve him of a muscle cramp, this behavior is not intended as communication. However, if this same motion is done to signal his desire to answer a question in class, the movement symbolizes his willingness to volunteer, and would be considered nonverbal communication. As it is said, not all behavior leads to communication.

Nonverbal messages function in conjunction with the verbal ones in several ways. Nonverbal behavior substitutes, complements, accents, regulates and contradicts the spoken message. We substitute nonverbal messages when we use a nonverbal cue instead of a verbal one. Example, when a language teacher gives the thumbs up that means the student is using the correct verb tense. This nonverbal message complements the spoken word when it completes or supplements it, for example when the words good job, are accompanied by the teacher's smile and praising the students' group work.

2.9.5 Gestures

There are four types of gestures important for effective communication: illustrators, regulators, emblems and affect displays.

Those behaviors that complement or accentuate the verbal message are called illustrators, for example the natural hand and body gestures that go with speech, such as gesturing, smiling or pointing. They convey the same meaning as the verbal message, and either complete or supplement it.

Regulators are those gestures that serve to control turn-taking and other procedural aspects of interpersonal communication. A practical requisite of every conversation is the determination of who speaks when, and this is usually done unconsciously and quiete smoothly because of regulators like the termination of a gesture, changes in gaze direction, or the speakers's looking way from the hearer as an utterance ends.

Emblems are nonverbal behaviors that can be translated into words and that are used intentionally to transmit a message. Because these gestures can substitute words, they can be understood in any culture, although the meaning of these emblems can be quite different in other cultures.   English

language learners must learn the meaning of these emblems just as they learn new vocabulary.

Affect displays are another type of body language necessary for language learners, they express emotion and most of them are communicated through facial expression, like smiling, laughing or crying. Also, posture can express emotion, and the norms differ among cultures.

2.9.6 Facial Expression

It is also a form of kinesics used to transmit messages. The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others.

In 1975, Ekman and Friesen created a list of six emotions that are innate and universal. They are happiness, sadness, fear, anger, disgust and surprise. Charles Darwin in 1872 published his book "The Expression of Emotions in Man and Animals", where he wrote about the ability to communicate nonverbally in an evolutionary process similar to that of the brain and body in human beings.

There are culture specific display rules that govern when and how emotional displays are considered socially and situationally appropriate. Every culture has different norms that dictate how much emotion can be displayed under certain circumstances. Although not innate, these display rules are learned early in childhood and are defined differently by individual cultures.

2.9.7   Gaze Behavior

Eyes are the window of the soul, so this behavior is done with the eyes. This may be one of the reasons why interlocutors focus so much of their attention on the eyes during interaction. Gaze behavior has a higher probability of being noticed than any other body movements because individuals can control interactions, elicit the attention of others and show interest.

Five functions of gazing are defined: Regulating the flow of conversation, monitoring feedback, reflecting cognitive activity, expressing emotion, and communicating the nature of interpersonal reationship. Like all of the other kinesic behavior already discussed, all of the functions of gazing behavior contextualize the verbal message and aid in understanding the spoken word.

The flow of conversation is regulated through visual contact in two ways: it shows that the interlocutors are opened to communication. Individuals that seek visual contact with each other show that they want to communicate, and those who avoid eye contact send the opposite message. Most teachers and learners know about this when students, who do not want to answer will look everywhere but not the teacher, and those who want to respond are eager to try to catch the teacher's eye. Speakers may improve their concentration on their verbal messages by looking away, and those listeners, who do not want to continue listening, reduce their eye contact, and those who want the speaker to continue usually seek greater visual contact.

2.9.8   Pedagogical implications

There are many reasons for including visually supported spoken messages in the ESL classroom. Kinesic behavior can reduce the ambiguity in spoken language, facilitate communication by increasing the redundancy within the message, and reduce the fatigue experienced by listeners who do not have the benefit of using all the sensory channels.

There should be authentic input to have a good communicative competence. Thus, teachers may want to reconsider the use of materials such as audiocassettes and non-visual multi-media that limit the learners' ability to rely on visual sensory input, and to provide opportunities for learners to increase their awareness of the appropriate use of nonverbal communication. The end result would be what is referred to as being "bi-kinesic", meaning that the body motions of the language learner would be more closely aligned with the target language, and have less interference from the source language. Essentially, we need to be providing activities where verbal and nonverbal behaviors reinforce each other. Among these are the use of video, drama and role play, and interviews.

The purpose is to expand creativity to create and incorporate activities that do not segregate the auditory and visual channels in the communicative process. There are methods and techniques that should raise learners'consciousness about the integral role of body language in speaking and listening in a second of foreign language. There is the first step in helping students to become not only bilingual, but bi-kinesic as well. (Gregersen, 2004)[21]

2.10   Fundamentals of Body Language

It is a spontaneous behavior, existing forever. It is a language through which to express feelings, emotions, feelings and thoughts with the body. It is a discipline for the acquisition of our own body language. It is a technique of language, although the voice is not excluded, the emphasis is on the gesture, attitude, gesture and expressive movement itself.

It is an artistic activity, as it develops sensitivity, imagination, creativity and human communication.

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[21] Gregersen, T. 2004. Reflections of English Language Teaching. USA: University of Northern Iowa

Concluding these definitions we can say that body language is an immediate language: in which the individual uses his body as a communication tool giving a personal style all its manifestations through movements, positions and attitudes. Therefore, the body language is learning about oneself, in which the individual has the basic need to express himself as he is, hoping that this expression if it is shared, it is understood by him and / or others.

The body language is manifested in four fundamental levels. Put this in schematic form:
- The person in relation to himself.
- The person in relationship with others.
- The person in relation to other living things.
- The person in relation to objects.

The key aspects of body language are:
- Awareness: The process by which the body is known through sense perception (information about the interior and exterior of our bodies, in relation to weight, elasticity and range of motion), it is a deeper sensitivity of perceived muscle movement, weight, position of the different body segments, to which we also call kinesthesia.
- Domain of the body: When raising awareness with our bodies we get a stronger growth and deeper awareness training.
- Knowledge and training in the use and mastery of rhythmic body: through the basic movements of the body relative to space, time and energy (movement qualities).
- Using music as a stimulus created: it drives the movement at all levels by determining the climate, tone, strength, etc., integration of the items listed.

2.10.1 Advantages of Body Language development in children

Body language has the advantage of exploiting the intellectual faculties of the child by encouraging their development as a creative human being able to pick and choose the tools he/she needs to live. At the same time it stimulates and encourages the child the ease, freedom, harmony and creativity, favoring a complete maturation.

It helps to know, perceive and love the body by not feeling inhibited and uncomfortable because of it, by frustrations and feelings into action, allowing them to know the possibilities and gradual discoveries of the corporate limits through explorations of his/her body and the sorrounding world.

It contributes to the process of facilitating communication with him/her and others, using the own body as a basic instrument. It aims awareness of sensory and motor capabilities, and to use the body to express feelings and sensations.

Mimics: very close to the body language, a child can tell a story, reproduce a gesture, a situation using the expression of the face and body.

Oral expression: It occurs first for language, which is used to tell, to express. This implies to know the exact meaning, weight and reach of words according to the moment and the manner in which they are employed. But the oral expression is not limited only to speech, it is also a modulated expression through art, screaming, singing, spoken choir, sounds of all kinds, rhythms.

Theater integrated to pedagogy

Doing theatre permits having a motivation in school disciplines. The creation of a piece of theater provides the

material to be exploited in many areas: in English, in crafts, in technological activities or physical activities.

Theatrical activity allows the child:
- To speak, to improve his/her language. The theme of the piece of theater is to support vocabulary development, in laying topic improvisations.
- To exercise in a written expression: he/she reads the story, writes and reads the dialogues, summaries, the distribution of roles, setting in scene.
- To locate geographically, historically, that is to say in time and space, the given topic.
- To practice certain forms of artistic expression (singing, dancing, poetry, drawing, painting)
- To get familiarized with other means of expression (body language, mime).
- To include physical education. Sensorimotor exercises and relaxation can then take another meaning if they are put at the service of theatrical creation.

2.10.2 Class Teacher Performance of Body Expression

It is essential in the teacher's role in body language as he/she should direct, facilitating the free expression and spontaneity of their students.

The teacher should be aware that the child's spontaneity serves as a guide to lead a class, which must be alert to individual and group expression. It is important that the teacher make good use of his/her voice and the effects it produces.

The teacher should respect the silence that allows children to hear clearly. The teacher must be clear and precise in stimulations in the period of motivation, and not to exercise the mechanical gesture that is meaningless and inartistic. And finally, he/she should revive the instinctive coordination of the child.

The organization must be rigorous and the task quickly proposed. The verbalization, when it is necessary or recommended, can be immediate or deferred. The drawings are also valuable auxiliaries to translate what the teacher has just experienced. Pedagogical imperatives of the teacher are to propose a situation, restart if there is the place to evaluate, and precisions that evaluation in body expression is defined it in terms of just or incomplete.

The production should be required each time the occasion is presented. All children cannot present their work in each session, but it is and vital for the child to see what he/she has done. Children, in this circumstance, display their self control, and also confront the gaze of others.

Music, when it is mentioned, is often intended to create an evocative sound environment. The titles and the songs are sometimes precise, but these songs are primarily related to the choice of the teacher.

What are the needs of children?
All children need security and risk-taking, movement and rest, retreat into themselves and openness to others. All kinds of games offer children these possibilities. To travel, chase, learn, lead (in the sense of giving life), fight, act, are essential themes in traditional games.

Everyone recognizes the importance of play in the psychomotor, affective and relational development since they are children. Games allow them to approach imitation (in games of expression) and the risks (the unforeseen travel, for example). Expression through movement, by repeating occasionally these traditional games, is a new opportunity to experience these emotions.

2.11 Corporal Expression in English Language Teaching

English teaching as other language teaching is difficult to teach in some cases and body language can help students to learn better and make them be more interested.

When people study a foreign language, they put stress on the spoken and written language, but always ignore non-verbal communicative language for communication.

In school education, body language is the way teachers and students communicate in class, and the way the teacher's affection in class can create a more harmonious atmosphere. A teacher's friendly appearance can greatly encourage students and give them more enthusiasm in class and more interest in learning the language.

How to make good use of body language in English teaching to make the teaching effect better? If we compare a class as a drama, the teacher, the guide of the teaching is the director of the drama. If he or she can use the body language properly, he or she will make the class richer and deeper. So teaching body language is easily accepted and understood by the students and teaching body language can relax the class atmosphere and improve the students' interests.

Learning English needs a lot of practice from the students and teachers should renew the traditional teaching views, for example the use of body language. (Xueliang, 1998)[22]

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[22] Xueliang, G. 1998. The Basic Technical Training in EnglishTeaching. China: Hang Zhou University Press.

Why I teach body language

But if we use all these things subconsciously in our own language, so do we really need to teach them in the classroom? For me the answer is yes. Although we do use and interpret all these factors in our first language communications, I believe that they aren't necessarily automatically transferable to the language we are learning.

Many students when listening to a second language focus too much on hearing and understanding the words people are saying. They receive too much incoming information to process and they miss other important messages.

When teachers do listening in class, they mostly use audio tape of CD, so there are not visual aids in the communication.

I believe that any kind of silent viewing we do as teachers and focus on, help students to understand when they are listening. They will have developed a conceptual framework for what they need to understand and will have some expectations of what they listen to. Listening competence will be put together with visual and reading context and will make a whole understanding. (Teaching English, 2014)[23]

Procedures that can be used to encourage the body expression of children
- Introduce various objects to describe their characteristics, qualities and uses.
- Ask them about their experiences: their home, their family, what they do, etc.
- In construction activities, artistic expression or dramatization, ask them what will they do first, and once done, ask them to explain what they have done.

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[23] http://www.teachingenglish.org.uk/article/listening-body-language

- Show graphic images and ask them what they see, they should invent stories from the image.
- Propose sets of instructions to be performed: alternatively give some other instructions and execute them.
- Complete sentences or phrases with certain words.
- Riddles: example the characteristics of an object to guess.
- Describe landscapes perceived directly.
- Ask about sounds, being associated with situations,
- Tell stories and ask them to tell them, or make up a story together, each one makes up a part that connects to the front.
- Phone game built with thread and two rolls: asking questions that must be answered.
- Use puppets, giving voice to the characters in a play.
- Simple dramatizations which involve representation of either real or imaginary characters.

CHAPTER III: METHODOLOGY

As methodology is the process used to collect information and data, and also the analysis of theory of the methods applied to the field of study, I needed to use a methodology for the purpose of this investigation.

The methodology I used offers the theoretical indicators for understanding which method or methods can be applied for specific cases and results.

In my investigation I applied diferent types of procedures, recollection of data and analysis. I used instruments and checked if the experimental group had enough bases to generalize my investigation.

3.1 Investigation type

The type of this investigation is qualitative. The results of the research are not expressed in the terms of numbers. The source of information is the students' evaluation. In elementary school, the evaluation criteria are qualitative, namely "achieved" or "not achieved".

3.2   Design of the Investigation

The design of this investigation is cuasi experimental because the control and the experimental groups have been taken by random. The level of this research is descriptive-correlational, describing the situation related to cause-effect between the variables, in this case between Body Language and Listening Comprehension Ability.

3.3   Population and study sample

The population consists of 48 students of third grade of Colegio Franco Peruano, a French private school located in Avenida Morro Solar 550, Surco, Lima.

The study sample consists of 22 students from CE2A1 and 22 students from CE2A2. These constitute 61% of the population. (72 students)

Their ages are: 8 years old 31%, 9 years old 63% and 10 years old 6%.

The 51% of the students are males and the 49% are females.

The students live in the districts of Surco, Miraflores, San Isidro, La Molina, Barranco, Jesús María, Chorrillos, Surquillo, San Borja and Los Olivos, belonging mostly to a medium and high socio-economic environment.

The 34% are Peruvians, the 35% are Peruvians and French, and the rest of them are of other nationalities besides Peruvians (31%).

The students start studying English in Third grade, this means it is their first year studing English so their level of English is elementary, but there are three girls that have intermediate English.

The sample was taken at random, out of three courses of this

level: Third Grade CE2A1 and Third Grade CE2A2 with four absentees on the day of the test.

The students have filled out a questionnaire about some of this information. (See appendix 4)

The learning styles of the students were obtained after answering a questionnaire in which each student circled 7 answers about visual, auditive or kinesthetic learning style, and they had to choose their favorite answer to each question. (See appendix 5)

The 25% of the students have an auditive learning style, the 17% have a visual learning style, the 10% have a kinesthetic learning style, and the 27% have an auditive-visual learning styel, the 14% an auditive-kinesthetic one, and the 7% a visual-kinesthetic learning style.

3.4   Variables

Independent Variable: Body Language

Dependent Variable: Listening Comprehension Ability

3.5   Techniques and instruments for gathering of data

The selected sample is divided into two groups:
- Group 1 CE2A1 is the group which received the traditional teaching of English.
- Group 2 CE2A2 is the group which received the teaching of English using Body Language.

The lists of the students of the two groups are in the appendixes.

In order to establish the contrast between the two methodologies, traditional and with corporal expression, I designed three lesson plans. Lesson plans 1A-1B, 2A-2B, and 3A-3B are found in the appendixes.

The lessons were about the two fables. In this way, there is a variety of topics, which, consequently, ratify the outcome.

The instruments used to gather the data were two Pre-tests and two tests:

- Test 1 for Lessons 1, 2 and 3.
- Test 2 for Lessons 1, 2 and 3.

These tests are not intended for Body Language response.

Body Language was part of the teaching process in order to prepare the students for better listening comprehension ability.

These tests were validated by the school system because those are the official tests according to my lesson plans.

The results of each test were registered in my personal evaluation sheet and the school's evaluation's sheet.

They can be found in the appendixes (Class List CE2A1: Traditional Method), (Class List CE2A2: Body Language Method).

Based on the evaluation sheets, nine graphs were prepared so as to show the contrast of the results between the Traditional Method and the Body Language Method.

3.6   Validation of instruments

The judgement of experts is necessary for validation because experts are needed for their opinions and for their advice in validating instruments, in this case my two tests.

The advantages are: a theoretical quality of the answers, their deepening level of assessment of giving different strategies in obtaining useful information.

According to validation of instruments, in this case Test 1 and Test 2, I had to ask for experts' judgment.

I asked 10 teachers at school, of different subjects and courses, of Primary and Secondary school.

I asked their opinion, points of view about my instruments and if they would validate them as teachers.

As I think that it is important to ask other teachers about their personal points of view, I may add: "As an evaluation strategy it has the theoretical quality of the response obtained and the possibility of obtaining detailed information on the subject under study, for which it is necessary to have different types of experts".[24]

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[24] Cabero, 2001; Lanoy and Procaccia, 2001; Barroso and Cabero, 2011

CHAPTER IV: DISCUSSION OF THE RESULTS

After testing both groups: the control and the experimental, as well as obtaining their test results, it is safe to say that the second demonstrated to have reached better levels of English knowledge than the first.

This is clearly evidenced when comparing both group results in which the second group, the experimental one, obtained higher scores (73%) with regards to the control group (55%) whom did not.

	Test 1	
	Group CE2A1	Group CE2A2
Achieved	55%	73%
Not achieved	45%	27%

Additionally, Test No 2 shows that the results were 74% to 55%; thus, presenting an 18% advantage in the first test and a 19% in the second one in favor of the children of the third grade class who worked with the non-verbal communication teaching method.

	Test 2	
	Group CE2A1	Group CE2A2
Achieved	55%	74%
Not achieved	45%	26%

This encompasses the results obtained by Mr. Muhamad Naeem B., in the second thesis that was mentioned in my theoretical framework. As must be recalled, Mr. Naeem states that the use of non-verbal communication is essential to the teaching and learning process. If we take his words into account and consider the above mentioned results, we can verify that the experimental group did in fact profit from the use of non-verbal communication and that this is in fact, an appropriate method to teach English.

This investigation has indeed shown that primary school children can be motivated by teachers that use more innovative methods, such as the one mentioned above.

The non verbal communication method allows teachers to create a more interesting, participative environment within the classrom; therefore, permitting children to be an active participant of their own learning process.

It can be demonstrated by looking at the check list that children are more enthusiastic and well behaved in this type of classroom. They like to participate using their body, to mimic and to listen to different sounds. They also enjoy watching gestures while they follow the lesson. Facial expressions and gazing are also ways of making them more willing to learn.

According to Piaget, children between five and eleven years old benefit from the ludic methodology: it is the one that utilizes games, songs, movements, etc. therefore, when teachers use them in an academic

context their affective filter is enhanced and ((Krashen's hypothesis) they acquire the new language as if it were their mother tongue.

As the communicative approach indicates, learning English in a successful way happens through communicating real meaning, used in real communicative situations. So by using the non verbal communication method mentioned, the students become personally involved in their learning process; input becomes an intake, they internalize knowledge and make it their own. In fact, in this way any type of non-verbal communication will have great effect in any such learning process.

The total physical response method (TPR) states that children are able to respond with complete body actions after listening to the new words in any language after watching the teacher use his/her body language methodology. After using this in the invetigation and watching the results, we were able to reinforce our belief that the non verbal methodology can be used to teach second languages.

At the same time, Piaget mentions that when children listen to words and phrases (in this case English), they begin to discover the new language and they blend the new information with the one they have of their native language, thus assimilating it more easily. They are then able to interact with other students or people, using the new input that they obtained in class.

This permits them to construct their own knowledge, as the contents provided are not intended as an end, but as tools utilized to serve their natural evolutionary development.

Another author that was mentioned, Vygotsky, states that children learn through social interaction. In this case the teacher who works with groups provides the students with a new learning experience: a social one. This is exactly what was done in this experiment, proving once again that group work increases the oportunities children have to use the new language in a real situation.

The body language technique used at the beginning of my investigation, while I was planning it provided interesting results. These results were the ones I mentioned above and that demonstrated the impact the method had had on third grade children

We were able to evidence these findings, after the tests were taken and we saw the difference in the academic progress between the two groups of students we worked with during the investigation. All of this information, allowed me to conclude that both the non-verbal communication method and the body language technique can be used. It also demonstrated what a great learning benefit they provide when teaching English to young children.

Nowadays, children need to be involved in their own learning process, and thus interactive teaching strategies are necessary. This is especially true because they are in contact with technological tools daily. They are active online and enjoy working, playing games, and carrying out online activities. To sum up, these strategies will help them to enhance their language skills and reach class goals more effectively and more easily.

I, myself, feel rewarded after this experience because of the results that were obtained and consider that I can become a better teacher if I commit to using the interactive teaching technique and the non-verbal communication method with my young students.

Finally, I believe that further research should be carried out to improve these methods and constantly update these techniques through the use of newer and more current digital tools.

Class CE2A1 Pre-Test 1	Achieved	Not Achieved
	22%	78%

GRAPH 1:
Pre-Test 1Traditional Methodology
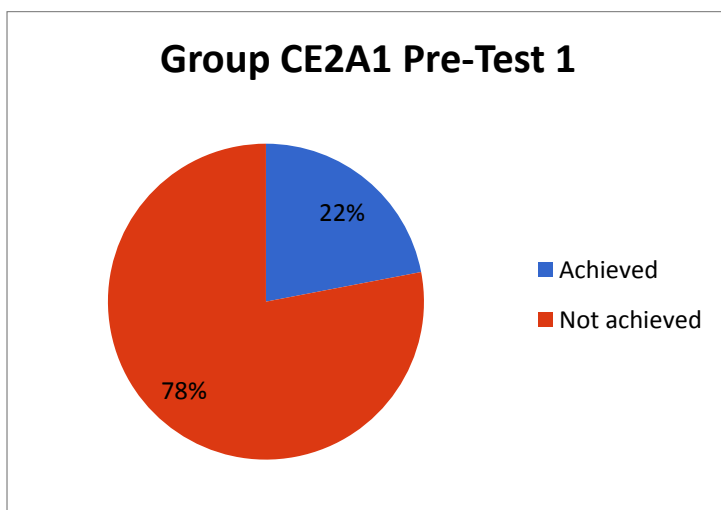
In the above graph, we can see the result of Pre-Test 1 for **Class CE2A1**, which reveals that only 22% of the students achieved the objective of better results but the 78 % only obtained NA – not achieved.

This means that they were not prepared with the lesson before taking the Pre-Tests 1. The results obtained show that their results were not the expected ones.

Class CE2A1 Pre-Test 2	Achieved	Not Achieved
	26%	74%

GRAPH 2:
Pre-Test 2 (Traditional Methodology)

Group CE2A1 Pre-Test 2

In the above graphic, we can see the result of Pre-Test 2 for **Class CE2A1**, which reveals that only 26% of the students achieved the objective of better results but the 74 % only obtained NA-Not achieved

This means that they were not prepared with the lesson before taking the Pre-Tests 1 and 2. The results obtained show that their results were not the expected ones

Class CE2A2 Pre-Test 1	Achieved	Not Achieved
	26%	74%

GRAPH 3:
Pre-Test 1 (Body Language Methodology)

In the above graph, we can see the result of Pre-Test 1 for **Class CE2A2**, which reveals that only 26% of the students achieved the objective of better results but the 74 % only obtained NA-Not achieved.

This means that they were not prepared with the lesson before taking the Pre-Test 1. The results obtained show that their results were not the expected ones.

Class CE2A2 Pre-Test 2	Achieved	Not Achieved
	27%	73%

GRAPH 4:

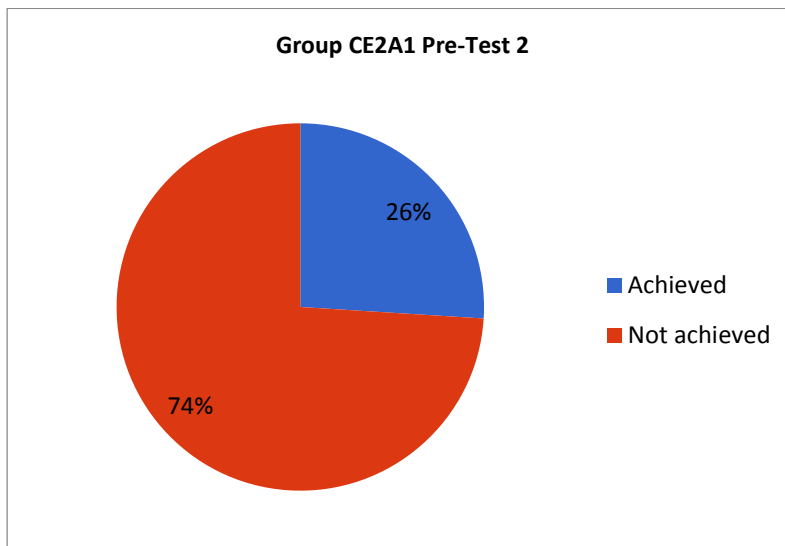**Pre-Test 2 (Body Language Methodology)**

In the above graph, we can see the result of Pre-Test 2 for **Class CE2A2**, which reveals that only 27% of the students achieved the objective of better results but the 73 % only obtained NA-Not achieved

This means that they were not prepared with the lesson before taking the Pre-Test 2. The results obtained show that their results were not the expected ones

Class CE2A1 Test 1	Achieved	Not Achieved
	55%	45%

GRAPH 5:

Test 1: (Traditional Methodology)

Group CE2A1 Test 1

In the above graphic, we can see the results of Test 1 for **Class CE2A1**, which reveals that 45% of the students achieved the objective of understanding the lesson and get better results, after following the class, and interacting within them and the teacher.

The 55% of the class achieved the lesson so this means that they got better results.

Class CE2A2 Test 1	Achieved	Not Achieved
	73%	**27%**

GRAPH 6:

Test 1 (Body Language Methodology)
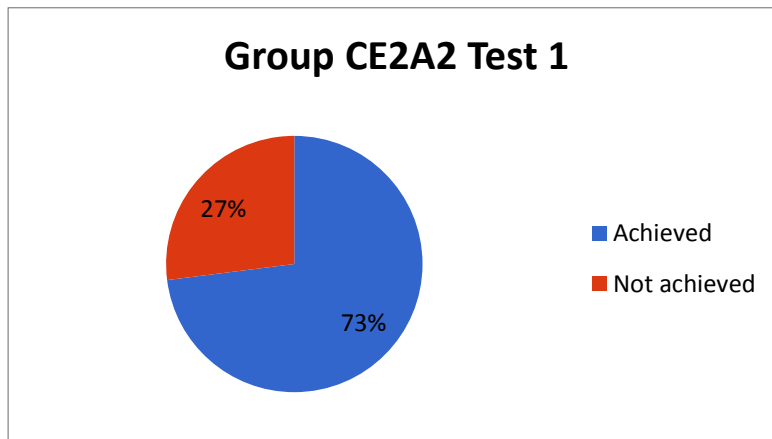
Group CE2A2 Test 1
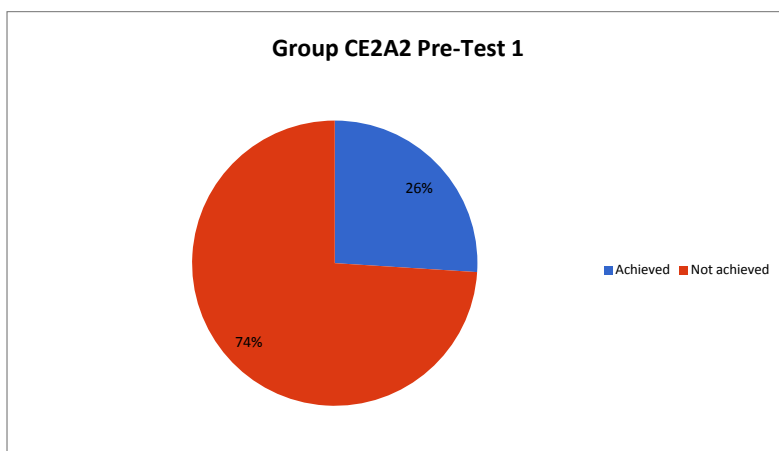
In the above graph, we can see the results of Test 1 for **Class CE2A2**, which reveals that 73% of the students achieved the objective of understanding the lesson with their listening comprehension ability got better results, after following the class, and interacting between them and with the teacher, and only 27% did not achieve the lesson.

This means that this methodology made this group more awareness of the lesson and understood it in a better way.

Class CE2A1 Test 2	Achieved	Not Achieved
	55%	45%

GRAPH 7:

Test 2 (Traditional Methodology)
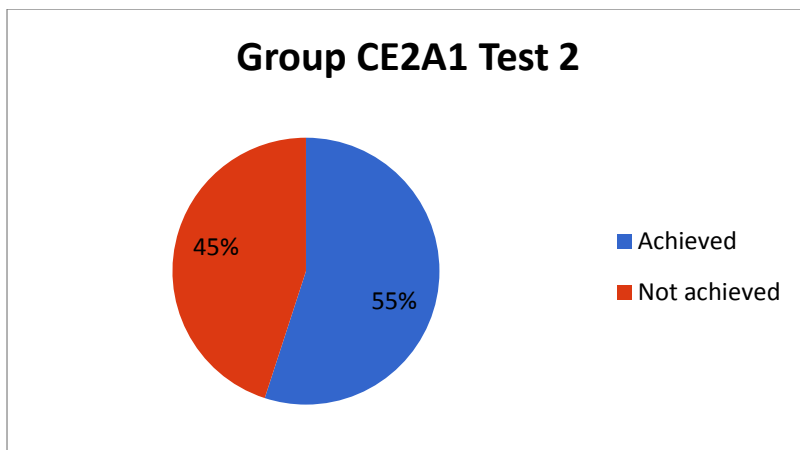
Group CE2A1 Test 2

In the above graphic, we can see the results of Test 1 for **Class CE2A1**, which reveals that 45% of the students did not achieve the objective of understanding the lesson.

The 55% of the class achieved the lesson on the listening comprehension ability after following the class, and interacting within them and the teacher.

Class CE2A2 Test 2	Achieved	Not Achieved
	74%	26%

GRAPH 8:

Test 2 (Body Language Methodology)
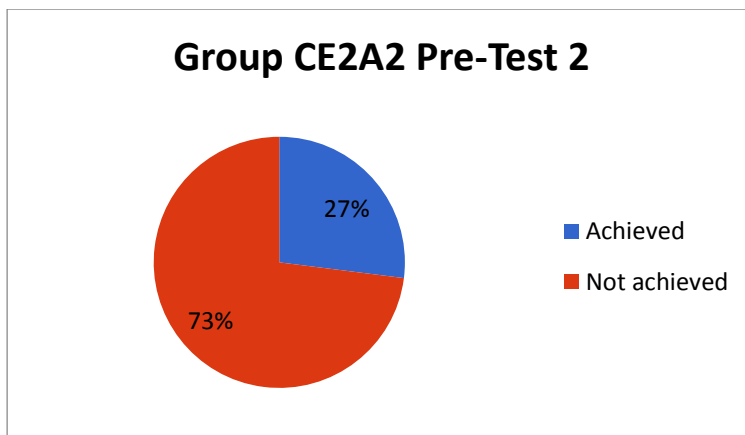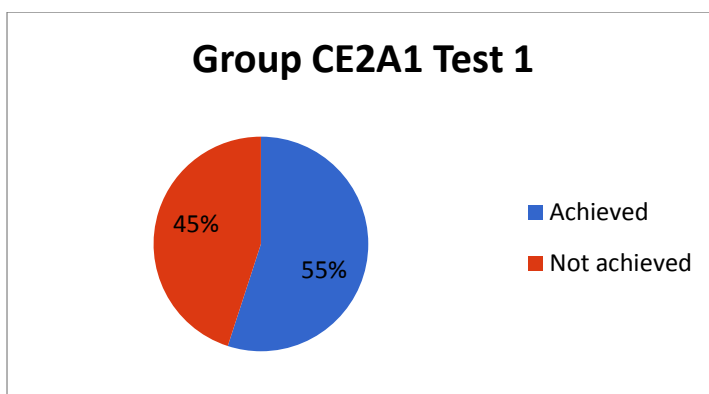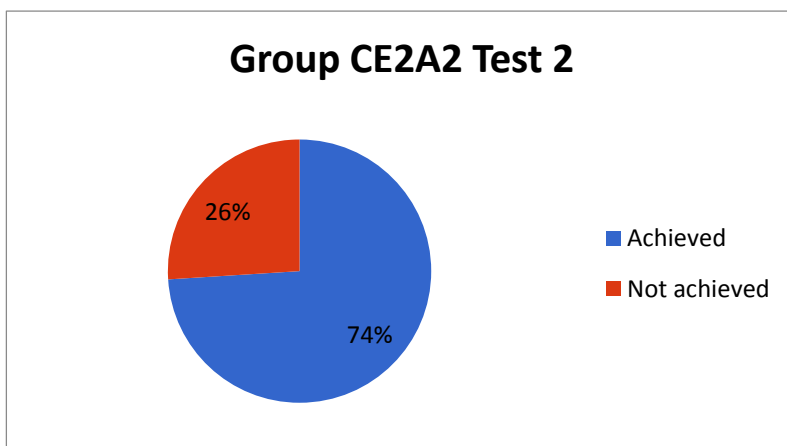

In the above graph, we can see the results of Test 1 for
Class CE2A2, which reveals that 73% of the students achieved the
objective of understanding the lesson and with their listening
comprehension ability got better results, after following the class,
and interacting between them and with the teacher, and only 27%
did not achieve the lesson.

This means that this methodology made this group more awareness
of the lesson and understood it in a better way.

GRAPH 9:

Comparing Tests 1 and 2

Comparison of Tests 1 and 2
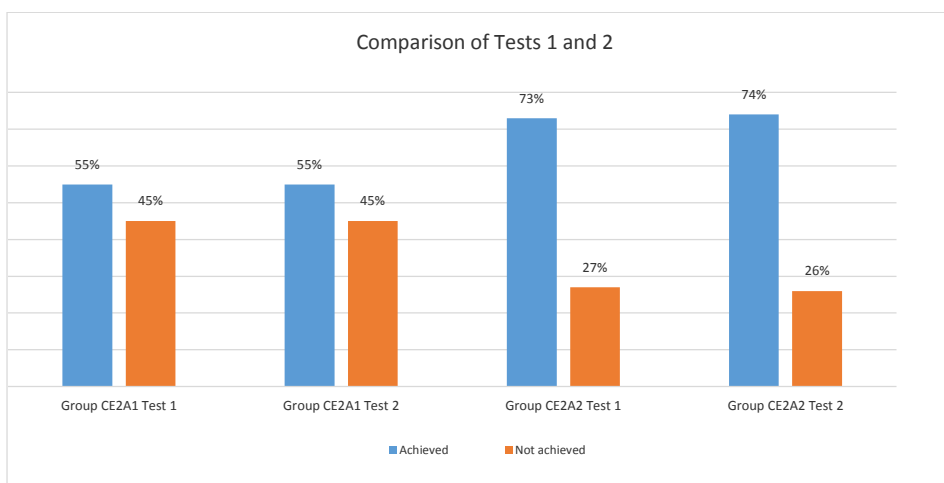
In the above graph, we can see the comparison between **Class CE2A1** and **Class CE2A2** with regard to the two Pre-Tests and the two Tests. In the two cases, **Class CE2A2** shows a better performance.

This demonstrates that the methodology of Body Language helped the students achieve the best results in their listening comprehension ability.

Conclusions

Upon completion of this relevant research, I can state that I have acquired greater theoretical and practical knowledge of what body language really is; and how useful it can be when teaching a second language.

I have also been able to reaffirm my belief that this is an important tool for younger children in primary school, academically speaking. Motivation is a key aspect when teaching children, and one of the best ways to motivate them is through mimics and body language.

Communication plays an important role in our daily lives to articulate our ideas, feelings, emotions and skills. Therefore, we can infer that these are essential for the teaching-learning process, as for all aspects of life. We communicate not only verbally, but also through non-verbal actions; both essential in the teaching-learning process.

Students enhance their retention capacity, as well as their understanding when using both processes. Proper use of facial expressions, body movement, eye contact, voice pitch and spatial distance, all provide teachers with a tool that is used to help students attain better learning skills. This investigation has allowed me to appreciate the true meaning of these human manifestations.

Thus, I am now fully prepared to make use of them, when teaching children and while carrying out all sorts of classroom activities. At the same time, while researching, I have realized that pedagogical practice often lacks information regarding the importance of body language in the students' psychological development process. Regretfully, body language is not taken into account in these instances. I believe this to be a mistake, as it could be used successfully in the speaking learning process, if applied. Let us not forget, that initially, man did not express himself orally, but through sign language. This is the best example that language and body movement are intrinsically linked together in human expression.

Teachers can use a variety of verbal and non-verbal activities to aid students' comprehension of difficult concepts.

They can create an active environment through non-verbal communication, where students feel alert in the classrooms and participate more freely in the learning process; and consequently enhance their ability to retain information and their understanding.

Proper use of facial expressions, body movements, eye contact, voice, and spatial distance in the learning process can be of assistance to the teacher, when seeking greater understanding and advancement in the students' academic results.

This method is very innovative, dynamic and can be implemented in many different ways. We can use it when teaching different topics or lessons, not only when teaching English as a second language but for example developing "Public speaking". Also, other languages can be taught using this same method.

In addition, this method can help shy or introverted students to free themselves from inhibitions, and learn English or any other subject, while being motivated at the same time.

Recommendations

Mimics, signs and movements work much better than simple oral teaching, it is a more ludic way to teach; therefore, teachers should need to study this method in order to guide students while applying these techniques.

Teachers should be taught to use non-verbal communication, so that they can use it in the classroom.

Teachers also need to prepare material and design activities according to students' ages. For example, working with different kinds of materials and activities can challenge students to move from concrete to abstract; and to develop ideas while working through the stages of the creative process.

This kind of method would be of such great service to them and they should be encouraged to apply it in order to increase students' interest in studying a subject, while helping them to pay more attention in class.

Body language has qualities and advantages that could be used to involve the entire school community; it could be developed in a transversal manner, where the child forms a relationship or bond with

his/her environment. This would obviously make the students more aware of their sorroundings, as well as of the subject matter and would also help them retain information more clearly.

Body Language is a great tool that can also be applied in other academic areas; but it is especially efficient while teaching languages, communication and arts. For example, dance, drama, music and visual arts play a valuable role in helping students to achieve their potential as learners; as well as to participate more in their community and society as a whole. Arts provide a natural vehicle through which students can explore and express themselves, and through which they can discover and interpret the world around them. It creates profound commitment, increased motivation, and greater confidence; and permits the teachers the use of new, creative and dynamic ways of teaching and learning.

Students will develop the ability to think creatively and critically if they express themselves non-verbally. This type of expression nourishes and stimulates the imagination; providing students with a greater range of tools, techniques and skills to help them gain insight of the world around them.

Body language also helps students achieve deeper understanding and broaden their horizons in various ways, such as providing an increased perception, interpretation, organization and interrogation regarding various aspects. Through exploration and experimentation they are able to create images and express ideas that reflect, communicate and change their view of the world, all this allows integration of their sensory, cognitive, emotional and motor skills.

Further research should be carried out to improve this method and constantly update these techniques in body language through the use of newer and more current digital tools.

Finally, we can easily say that non-verbal communication is simply one more way to teach, as teachers and to learn as learners.

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APPENDIXES

Indicator's Chart   **Appendix 1**

Problem	Variables	Indicators	Instrument	Expert opinions
To what extent Body Language helps children develop English listening comprehension ability	**Body Language** (Independent) The use of non verbal communication through gestures, body movement and facial expression for meaning negotiation **Listening comprehension / ability** (Dependent) Is the abilitiy to recognise, discriminate sounds, meaning through the use of audios, oral speaking	Gestures TPR Methodology Facial expression Body movement Recognition of words, phrases, lexical ítems Actions, understand through context (actions) Functions of language	Test 1-Test 2 Exercise 1. Look at the performance and identify by making a cross at the actions executed: Items 1-10 Exercise 2 Match the opposite adjectives Items 1-5 Exercise 3. Look at the pictures, choose the right words and write them on the lines. Items 1-5 Exercise 4:Write the actions in the blanks Items 1-5	Items Recognition of words and actions Recognition of words through gestures Understand context Identify functions of contexts. Discriminate sounds, rhytm and intonation Association Antonyms of vocab. Adjectives Choosing the correct Vocabulary Association of pictures and lexical items

Experts **Appendix 2**

1. Name: Samuel Román
Teacher of: Spanish Literature

2. Michael Papouin
Teacher of: English in Secondary school

3. Giuliana Jaramillo
Teacher of: English in Secondary school

4. Benedicte Findling
Teacher of: French – 4th grade

5. Marie Seret
Teacher of: French in Secondary school

6.   Caroline Duchene
Teacher of: French in Secondary school

7. Liliana del Río
Teacher of: Spanish Literature in Secondary school

8. Ana María Angulo
Teacher of: Spanish in Primary school

9. Marlene Pérez
Teacher of: Spanish in Primary school

10. Antonina Gutiérrez
Teacher of: Spanish in Nursery school

Experts's Opinions **Appendix 3**

Experts	1	2	3	4	5	6	7	8	9	10
Test 1										
Exercise 1 Items 1-10	x	x	x	x	x	x	x	x	x	x
Exercise 2 Items 1-5	x	x	x	x	x	x	x	x	x	x
Exercise 3 Items 1-5	x	x	x	x	x	x	x	x	x	x
Exercise 4 Items 1-5	x	x	x	x	x	x	x	x	x	
Average	4	4	4	4	4	4	4	4	4	4
Test 2										
Exercise 1 Items 1-10	x	x	x	x	x	x	x	x	x	x
Exercise 2 Items 1-5	x	x	x	x	x	x	x	x	x	x
Exercise 3 Items 1-5	x	x	x	x	x	x	x	x	x	x
Exercise 4 Items 1-5	x	x	x	x	x	x	x	x	x	x
Average	8	8	8	8	8	8	8	8	8	8

Questionnaire

Name;_____

Age:_____

Address:
District_____

Nationality:_____

School:
_____

Grade:_____

Sex: Male   Female

Level of English: A   B   C

Learning Styles: a) auditional   b) visual   c) kinesthetic

Test Estilo de Aprendizaje: Auditivo, kinestésico, visual

Elige la opción a), b) o c) más adecuada:

1.- Cuando estás en clase y el profesor explica algo que está escrito en la pizarra o en tu libro, te es más fácil seguir las explicaciones:
a) escuchando al profesor
b) leyendo el libro o la pizarra
c) te aburres y esperas que te den algo para hacer

2.- Cuando estás en clase:
a) te distraen los ruidos
b) te distrae el movimiento
c) te distraes cuando las explicaciones son demasiado largas.

3.- Cuando te dan instrucciones:
a) te pones en movimiento antes de que acaben de hablar y explicar lo que hay que hacer.
b) te cuesta recordar las instrucciones orales, pero no hay problema si te las dan por escrito
c) recuerdas con facilidad las palabras exactas de lo que te dijeron.

4.- Cuando tienes que aprender algo de memoria:
a) memorizas lo que ves y recuerdas la imagen (por ejemplo, la página del libro)
b) memorizas mejor si repites rítmicamente y recuerdas paso a paso
c) memorizas a base de pasear y mirar y recuerdas una idea general mejor que los detalles

5.- En clase lo que más te gusta es que:
a) se organicen debates y que haya dialogo
b) que se organicen actividades en que los alumnos tengan que hacer cosas y puedan moverse.
c) que te den el material escrito y con fotos, diagramas.

6.- Marca las dos frases con las que te identifiques más:
a) Cuando escuchas al profesor te gusta hacer garabatos en un papel.
b) Eres visceral e intuitivo, muchas veces te gusta/disgusta la gente sin saber bien porqué.
c) Te gusta tocar las cosas y tiendes a acercarte mucho a la gente cuando hablas con alguien.
d) Tus cuadernos y libretas están ordenados y bien presentados, te molestan los tachones y las correcciones.
e) Prefieres los chistes a los cómics.
f) Sueles hablar contigo mismo cuando estás haciendo algún trabajo.

Respuestas:
La que prevalece es la que te define
1.- a) auditivo b) visual c) kinestésico
2.- a) auditivo b) kinestésico c) visual
3.- a) kinestésico b) visual c) auditivo
4.- a) visual b) auditivo c) kinestésico
5.- a) auditivo b) kinestésico c) visual6.- a) visual; b) kinestésico; c) kinestésico; d) visual; e) auditivo; f) auditivo.

Class List CE2A1: Traditional Method

	CE2A1	Test 1	Test 2
1	Marco	NA	NA
2	Luciana	A	A
3	Jean Baptiste	A	A
4	Amanda	A	A
5	Mateo	NA	NA
6	Mónica	Absent	Absent
7	Alejandro	NA	NA
8	Daniel	A	A
9	Andrés	NA	NA
10	Alexia	A	A
11	Macarena	A	A
12	Vasco	NA	NA
13	Brianna	A	A
14	Trilce	A	A
15	Nicolás	A	A
16	Iago	NA	NA
17	Sophie	Absent	Absent
18	Ambrosía	NA	NA
19	Theo	NA	NA
20	Noah	NA	NA
21	Lucía	A	A
22	Kenza	NA	NA
23	Ofelia	NA	NA
24	Vicente	NA	NA
	Achieved	10	10
	Not achieved	12	12

Class List CE2A2: Corporal Expression Method

	CE2A2	Test 1	Test 2
1	María Sophia	Absent	Absent
2	Julien	A	A
3	Mateo	NA	NA
4	Nicolas	Absent	Absent
5	Francesca	A	A
6	Fabrizio	A	A
7	Juan	A	A
8	Pierre	A	A
9	Eduarda	A	A
10	Valentín	A	A
11	Tiago	A	A
12	Almudena	A	A
13	Luka	NA	NA
14	Max	A	A
15	Chiara	NA	NA
16	Diana	A	A
17	Micaela	NA	NA
18	Paula	A	A
19	Aitana	NA	NA
20	Tomás	A	A
21	Almudena	NA	NA
22	Maya	A	A
23	Joaquín	A	A
24	Chloé	A	A
	Achieved	16	16
	Not achieved	6	6

Schedule of the lesson plans and tests developed in the research:

Activity 1 Pre-Test Class CE2A1 45 minutes	Monday, September 19th	
Activity 1 Pre-Test Class CE2A2 45 minutes	Wednesday, September 21st	
Activity 1 Class 1 CE2A1 45 minutes	Monday, September 26th	Lesson Plan 1A
Activity 1 Class 2 CE2A2 45 minutes	Wednesday, September 28th	Lesson Plan 1B
Activity 2 Class 1 CE2A1 45 minutes	Monday, October 3rd	Lesson Plan 2A
Activity 2 Class 2 CE2A2 45 minutes	Wednesday, October 5th	Lesson Plan 2B
Activity 3 Class 1 CE2A1 45 minutes	Monday, October 10th	Lesson Plan 3A
Activity 3 Class 2 CE2A2 45 minutes	Wednesday, October 12th	Lesson Plan 3B

Schedule/Timetable of the activities developed in the research:

- Elaboration of instuments - September, 2016
- Validation of instruments - October, 2016
- Taking the Pre-Test - First week of October
- Aplication of the experience: Lesson Plans - Second week of October
- Taking Test 1 - Third week of October
- Taking Test 2 - Fourth week of October
- Evaluation of the Pre-Test, Test 1 and Test 2 - First week of November
- Elaboration of graphs and results – November, 2016

Lesson Plan 1A for CE2A1 (Traditional Method)

Class Level	Time	Difficulty level
3rd grade	45 minutes	Basic

Title: Fable "The lion and the mouse"
Active: nouns, adjectives, actions, expressions
Passive: What's this? It's a (mouse), Where is the lion? It's in the forest.
Objective: Students will be able to identify nouns, adjectives, actions and expressions orally
Motivation: Story of the Three Pigs - Song

Procedure:
- The teacher reads the story to the students showing the worksheets and pictures.
- The teacher asks the students words pointing to the pictures of the wordsheets.
- The teacher writes some words on the board in order to the students to see the words and associate them with the pictures.
- The teacher shows the animal pictures on the worksheets and elicits the words.
- The teacher shows the children the animal pictures and elicits the words with the question "What's this?" and models the answer "It's a lion"
- The teacher shows the children the animal pictures and pronounces the names of the animals, adjectives, actions for the students to listen to the words and makes the students repeat the words.
- Show the children the worksheets and elicit the words with the question "What's this?" and models the answer "It's a wagon"

Lesson Plan 1B for CE2A2 (Corporal Expression Method)

Class Level	Time	Difficulty level
3rd grade	45 minutes	Basic

Title: Fable "The lion and the mouse"
Active: Nouns, adjectives, actions, expressions
Passive: What's this? It's a (lion) Where's the lion? In the forest

Objective: Students will be able to identify animals, adjectives, verbs, expressions orally
Motivation: Story of the Three Pigs - Song

Procedure:
- The teacher reads the story to the students with puppets making movements.
- The teacher shows the students the pictures in the worksheets and pronounces the names of the animals, actions, words for the students to listen to the words.
- The teacher shows the students the pictures and pronounces the names of the animals, words, actions for the students to repeat the words.
- The teacher shows the students the pictures and elicits the words.
- The teacher makes two students come in front of the class doing mimics with puppets and reads the story again.
- The teacher shows the students the pictures and elicits the words with the question "What's this?" and models the answer "It's a wagon" etc.
- The teacher writes on the board words of animals, nouns, adjectives and actions and pronounces the words for the students to repeat the words.
- The teacher shows the students the pictures and does mimics on the verbs and expressions for the students to find the relationship.

- The teacher shows the students actions and expressions on the board and asks them to do mimics.
- The teacher asks the question "What's this?" and does mimics for the students to see and answer"It's a mouse"
- The teacher points to the words on the board and makes the movements and expresses with mimics for the students to see the relationship.
- The teacher asks the students to do mimics of the actions and expressions.
- The teacher asks the question "What's this?" and does mimics for the students to answer "It's a wagon"

Lesson Plan 2A for CE2A1   (Traditional Methodology)

Class Level	Time	Difficulty level
3rd grade	45 minutes	Basic

Title: Fable: "The fox and the crow"
Active: Nouns, adjectives, actions, expressions
Passive: What's this? It's a (fox) Where's the fox? In the forest
Objective: Students will be able to identify animals, adjectives, actions
               and expressions orally
Motivation: Animal sounds

Procedure:

- The teacher reads the story to the students showing the worksheets and pictures.
- The teacher asks the students words pointing to the pictures of the wordsheets.
- The teacher writes some words on the board in order to the students to see the words and associate them with the pictures.
- The teacher shows the animal pictures on the worksheets and elicits the words.
- The teacher shows the children the animal pictures and elicits the words with the question "What's this?" and models the answer "It's a fox"
- The teacher shows the children the animal pictures and pronounces the names of the animals, adjectives, actions for the students to listen to the words and makes the students repeat the words.
- Show the children the worksheets and elicit the words with the question "What's this?" and models the answer "It's a tree."

Lesson Plan 2B for CE2A2 (Corporal Expression Method)

Class Level	Time	Difficulty level
3rd grade	45 minutes	Basic

Title: The fable: "The fox and the crow"
Active: Nouns, adjectives, actions, expressions
Passive: What's this? It's a (fox) Where's the fox? In the forest
Objective: Students will be able to identify words, adjectives, verbs and expressions orally
Motivation: Animal sounds

Procedure:
- The teacher reads the story to the students with puppets making movements.
- The teacher shows the students the pictures in the worksheets and pronounces the names of the animals, actions, words for the students to listen to the words.
- The teacher shows the students the pictures and pronounces the names of the animals, words, actions for the students to repeat the words.
- The teacher shows the students the pictures and elicits the words.
- The teacher makes two students come in front of the class doing mimics with puppets and reads the story again.
- The teacher shows the students the pictures and elicits the words with the question "What's this?" and models the answer "It's a fox"
- The teacher writes on the board words of animals, nouns, adjectives and actions and pronounces the words for the students to repeat the words.
- The teacher shows the students the pictures and does mimic on the verbs and expressions for the students to find the relationship.
- The teacher shows the students actions and expressions on the board and asks them to do mimics.

- The teacher asks the question "What's this?" and does mimics for the students to see and answer"It's a tree"
- The teacher points to the words on the board and makes the movements and expresses with mimics for the students to see the relationship.
- The teacher asks the students to do mimics of the actions and expressions.
- The teacher asks the question "What's this?" and does mimics for the students to answer "It's a tree"

Lesson Plan 3A for CE2A1 (Traditional Method)

Class Level	Time	Difficulty level
3rd grade	45 minutes	Basic

Title: "The lion and the mouse", "The fox and the crow"
Active: Nouns, adjectives, actions, expressions
Passive: Adjectives: tall, short, fat, thin,
Objective: Students will be able to identify and describe words and actions orally
Motivation: Picture cards of anthonyms

Procedure:

- The teacher reads the story to the students showing the worksheets and pictures.
- The teacher asks the students words pointing to the pictures of the wordsheets.
- The teacher writes some words on the board in order to the students to see the words and associate them with the pictures.
- The teacher shows the animal pictures on the worksheets and elicits the words.
- The teacher shows the children the animal pictures and elicits the words with the question "What's this?" and models the answer "It's a wagon"
- The teacher shows the children the animal pictures and pronounces the names of the animals, adjectives, actions for the students to listen to the words and makes the students repeat the words.
- Show the children the worksheets and elicit the words with the question "What's this?" and models the answer "It's a hunter"
- The teacher gives the class Test 1 and Test 2

Lesson Plan 3B for CE2A2 (Corporal Expression Method)

Class Level	Time	Difficulty level
3rd grade	45 minutes	Basic

Title: "The lion and the mouse", "The fox and the crow"
Active: Nouns, adjectives, actions, expressions
Passive: Adjectives: tall, short, fat, thin
Objective: Students will be able to identify and describe words and actions orally
Motivation: Picture cards of anthonyms - puppets

Procedure:
- The teacher reads the story to the students with puppets making movements.
- The teacher shows the students the pictures in the worksheets and pronounces the names of the animals, actions, words for the students to listen to the words.
- The teacher shows the students the pictures and pronounces the names of the animals, words, actions for the students to repeat the words.
- The teacher shows the students the pictures and elicits the words.
- The teacher makes two students come in front of the class doing mimics with puppets and reads the story again.
- The teacher shows the students the pictures and elicits the words with the question "What's this?" and models the answer "It's a wagon" How does the wagon move? It moves like this (mimics)
- The teacher writes on the board words of animals, nouns, adjectives and actions and pronounces the words for the students to repeat the words.
- The teacher shows the students the pictures and does mimics on the verbs and expressions for the students to find the relationship.
- The teacher shows the students actions and expressions on the

board and asks them to do mimics.

- The teacher asks the question "What's this?" and does mimics for the students to see and answer"It's a hunter"
- The teacher points to the words on the board and makes the movements and expresses with mimics for the students to see the relationship.
- The teacher asks the students to do mimics of actions and expressions.
- The teacher asks the question "What's this?" and does mimics for the students to answer "It's a wagon" How does the wagon move? It moves like this (mimics).
- The teacher gives the class Test 1 and Test 2.

Exercise 1: Look at the performance and identify by making a check or cross at the actions performed:

Actions

1. **running up** ⬜

2. **to waken** ⬜

3. **to swallow** ⬜

4. **to play** ⬜

5. **to place** ⬜

6. **to lift** ⬜

7. **to gnaw** ⬜

8. **to say** ⬜

9. **to swim** ⬜

10. **to see** ⬜

Exercise 2: Match the opposite   - Adjectives

1. **Asleep**   -   **small**

2. **Little**   -   **big**

3. **Happy**   -   **down**

4. **Up**   -   **sad**

5. **Huge**   -   **awake**

Exercise 3: Look at the pictures, choose the right words in the box and write them on the lines.

Words - nouns

Rope -paw-jaws-wagon-hunters

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 4: Write the actions in the blanks.

Actions

become friends - tie him - gnaws away the ropes - caught in a trap - be in the forest

_____

_____

_____

_____

_____

Exercise 1: Look at the performance and identify by making a check or cross at the actions performed:

Actions

1. to see ▢

2. to fly off ▢

3. to sleep ▢

4. to say ▢

5. to walk up to the ▢ **foot of the tree**

6. to cry ▢

7. to open her mouth ▢

8. to hear your ▢ **voice**

9. to lift up her ▢ **head**

10. running away ▢

Exercise 2: Match the opposite

Adjectives

1. **glossy** - **dark**

2. **bright** - **dull**

3. **small** - **awful**

4. **beautiful** - **big**

5. **nice** - **ugly**

Exercise 3: Look at the pictures, choose the right words in the box and write them on the lines.

Words - nouns

Beak-feathers-song-queen-cheese

1.   _____

2.   _____

3.   _____

4.   _____

5.   _____

Exercise 4: Write the actions in the blanks.
Actions

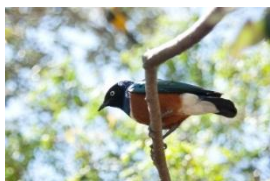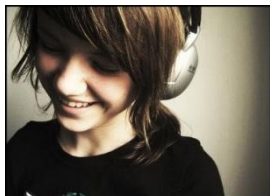| how glossy your feathers are - settle on a branch of a tree –how bright your eyes -fly off with a piece of cheese – let me hear one song |
| --- |

1. _____

2. _____

3. _____

4. _____

5. _____

The Lion and the Mouse

"I'm going to tell you a story of a lion and a mouse in the forest, as it is happening now."

The lion is asleep and the little mouse begins running up and down upon him; this soon wakens the lion, who places his huge paw upon him, and opens his big jaws to swallow him.

Just then, the mouse says: "Pardon, o king of the jungle," cries the little mouse: "forgive me this time and I shall never forget it.

The lion, accepting it decides to help him and he lifts up his paw and lets him go.

Some time after the lion is caught in a trap, and the hunters, who desire to carry him alive, tie him to a tree while they go in search of a wagon to carry him on.

Just then, the little mouse passes by, and sees the lion trapped.

He goes up to him and soon gnaws away the ropes that bind the lion. The lion is really happy and thanks the little mouse for this, and after that day they become best friends.

The Fox and the Crow

"I'm going to tell you a story of a fox and a crow in the forest as it is happening now".

The fox sees a crow fly off with a piece of cheese in its big beak and settles on a branch of a tree.

"That's for me, as I am a fox," says the fox and he walks up to the foot of the tree.

"Good-day, Mistress crow," he cries. "How well you are looking today: how glossy your feathers are; how bright your eyes are. I feel sure your beautiful voice must surpass that of other birds, just as your nice figure does; let me hear but one song from you that I may greet you as the queen of birds."

The crow lifts up her head and begins to sing her best, but the moment she opens her mouth, the piece of cheese falls to the ground, only to be snapped up by the fox.

"That is all I want", the fox says running away very happily.