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**AWARENESS OF NON-VERBAL LANGUAGE IN  
PRIMARY EDUCATION.**

**PROGRAMME: PREDICT, SYSTEMATIZE AND  
ASSESSMENT.**

CONSCIENCIA DEL LENGUAJE NO VERBAL EN EDUCACIÓN PRIMARIA.  
PROGRAMAR: PREDECIR, SISTEMATIZAR Y SEGUIMIENTO DE APRENDIZAJES.

TRABAJO FIN DE GRADO  
EN EDUCACIÓN PRIMARIA. Mención Lengua Inglesa

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## **ABSTRACT**

The verbal communication process implies not only a message transmitted orally. It is support by non-verbal language, that provides a full context to that information. The following research pursues highlight the need of be aware, predict, systematize and assess the non-verbal language in Education, mainly in Foreign Language area. Training the process of observe-assess the responses-react is fundamental to maintain the attention of the students, palliate mistakes and help them in the learning process.

## **RESUMEN**

El proceso de comunicación verbal no implica un mensaje transmitido de manera oral solamente. Está asistido por el lenguaje no verbal, el cual genera un contexto general a esa información. El siguiente documento intenta recalcar la necesidad de ser consciente de, predecir, sistematizar y evaluar el lenguaje no verbal en Educación, principalmente en el área de Lengua Extranjera. El entrenamiento del proceso de observar-evaluar las respuestas-reaccionar es fundamental para mantener la atención de los estudiantes, paliar errores y ayudarles en el proceso de aprendizaje.

## **KEY WORDS**

Communication, non-verbal language, Primary Education, culture, multicultural, plurilingual, Foreign Language area, real context, predict, systematize, assessment.

## **PALABRAS CLAVE**

Comunicación, lenguaje no verbal, Educación Primaria, cultura, multicultural, plurilingüe, área de Lengua Extranjera, contexto real, predecir, sistematizar, evaluar.

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## **INTRODUCTION AND JUSTIFICATION**

The definition of communication is “*a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour, an exchange of information*” (Merriam-Webster's collegiate Dictionary, 1999). But, when we think of communication, we consider the symbols rather than in the signs. We usually focus on the information/message (verbal or written) rather than the strategies used in the process, we are even blind at the other signs that creates the context of communication. Professor Albert Mehrabian coined the 7-38-55% communication rule: 7% - spoken words, 38% voice, tone, 55% body language (Merhabian & Weiner, 1967). Those experiments tested the skills used in the personal communication and prove the weight that the non-verbal language in the communication.

Along my university studies, it was evidenced that a good teacher must be a good communicator, what it means that what means that he or she must have good body and oral control in order to transmit their message. But, are we truly conscious about this control? Or we assume that the important essay and planification is focused on the message.

With this idea in mind, I set my research to demonstrate the hypothesis: Non-verbal language is the base of the communication; considering that the basic role of a teacher is being the mediator to guide the student's process of learning, being this process an act of communication, non-verbal language is one key competence for Foreign Language Teachers. In spite of its importance, there is no awareness of the need for planning and systematic assessment of “non-verbal language” within teacher's discourse design and classroom interaction.

### **1.1. Competences fulfilled with this work (TFG)**

One paper like this - TFG - shows the culmination of a degree, it is designed to demonstrate the successful achievement of the most important competencies for a teacher:

General:

1. The students have to be able to demonstrate that they own and understand all the knowledges of their studies, with a good level either supported in textbooks, it includes some aspects that imply modern strategies related with Education
2. The students have to be able to know how to apply their knowledge in their work and own all the competences which are demonstrated in an elaboration and defence of reasonings and the resolution of problems framed in Education. This competence will be focused in the development of their professional skills.
3. The students have to be able to gather and interpret essential data in order to issue a sentence that includes a reflexion about essential topics either social, scientific or ethic.
4. The students can transmit information, ideas, problems and solutions to a specialized or naive audience.

#### Specific

1. The students must show the Communicative Competence in a Foreign language, with an advance level, according to the Common European Framework of References (hereinafter CEFR).
2. The students have to be able to plan what is going to transmit and assess related to English Foreign Language, and select, come up with and elaborate educative strategies, activities and resources.

As a competent CLIL Teacher, we should be able to

- Adapt course syllabus so that it includes language, content and learning skills outcomes
- Integrate the language and subject curricula so that subject curricula support language learning and vice versa
- Design balanced formative and summative assessment tools measuring uptake in both language and content

- Plan for the incorporation of other CLIL core features and driving principles into course outlines and into lesson planning
- Select learning materials, structuring them or otherwise adapting them as needed

With this idea in mind, finding the answer to the initial question: “What’s the role and place of non-verbal language in Foreign Language and Culture achievement? linked to: How can we possibly include it in our daily planning? the present work was born.

Therefore, these questions emerge from the implementation of a unit along my internship. Being a foreign Language Teacher implies being the guide of the development of the student’s skills, giving the opportunity to use a different language, in a different cultural context; a foreign Language Teacher provides different problems and tasks in order to challenge their students to solve them and helping them to create and solve different hypothesis using the scientific method. One of the key questions coming from my training experience was the importance of non-verbal language and how affects and helps the learning-teaching process. A second question would be the level of awareness of non-verbal language in a monolingual context mainly if it is an intercultural setting.

Some further questions appear:

The first one was coping with differences and difficulties with Signs and Symbols (mixing many cultures requires a command of the distinctive signs and symbols, as well as false meaning any culture might offer):

Non-verbal language is a universal language but adapted within the different cultures. When you confront different cultures such as: Spanish, Gypsy, Maghreb and English, you can extract significant differences that develop in misunderstanding and could lead to problems. Even though we share a territory and some cultural difference could become diluted, some of them are maintained, and creating a multicultural tapestry where everyone can grow and learn.

Differences and difficulties with Proxemics (mixing many cultures):

As when we talk about the differences between Signs and Symbols in the different cultures, the Proxemics are another challenge when we mix cultures. The regulation of the personal space changes depending in the culture and role.

## **2. OBJECTIVES**

This research has as clear aims as:

- Recognise all the non-verbal components and its relationship with Primary Education competences and contents
- Highlight how non-verbal language support the verbal language and complete the communication and how the teacher have to take advantage of it to transmit the knowledge.
- Show up the relation between non-verbal language and the Key competences focusing in Communication Competence and Mathematical Competence and basic competences in Science and Technology Mathematical competence and basic competences in Science and Technology.
- Emphasise the relation between non-verbal language and its cultural grounds and how it works when they are mixed.
- Expose the need of a non-verbal planification including it as a content to the knowledge that you are going to transmit, including the idea of systematizing and assess it.

## **3. LANGUAGE, CULTURE AND EDUCATION**

Early in this century, the Council of Europe developed the CEFR and European Framework for CLIL Teacher Education. We use CLIL “*The term “CLIL” (Content and Language Integrated Learning) refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.*” (Coyle, Hood, & Marsh, 2010). That is, CLIL

describe an approach adapted to the demands of the moment and according to the reality of the context. The process of development of the language and contents is related with the increasing of the critical thinking, cooperative work, ICT...

The European Language Portfolio (ELP) “*provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised*” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001, p.5). This document will be the based the assessment criteria because one of the aims is “*to provide a record of the linguistic and cultural skills they have acquired*” (Language Policy Unit, 2001). Therefore, this tool will be essential to develop the assessment of the pupils.

There should be established a relation between standards and assessment. It is important to establish a self-assessment done by the students to improve their motivation and understand their learning process.

The CEFR pursue the use of a language that implies the embracing this language including all the aspects. It is not only learning a language but living within that culture:

*“Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences”.* (Language Policy Unit, 2001)

The CEFR is supporting the idea of “use of language” in a cultural context, which deep root rise from the **constructivism theory** which suggests that the knowledge is created according to an individual process of meanings construction based on their real experience. This construction is based on a “**here and now**” context (Bruner, 1985) and this is related with the model of the **Natural Approach**. This model is supported with the language in a communicative system without the need of native language or grammar. To achieve this, in



the lessons it is used English as a working language for learning Science. Affect refers to non-linguistic variables such as motivation, self-confidence and anxiety. Lowering the affective filter is related to the emotional intelligence. Therefore, we should work with the theory of the **multiple intelligences** of Gardner.

Intelligence is important when constructing thought. Gardner defines intelligence as “*the capacity of solving problems and creating products that could be valuable in other cultures*” (Gardner, *Multiple Intelligences: The theory in Practice*, 1993). Intelligence is formed by different abilities multiple and independent. According to Gardner studies, everybody has the 8 intelligences and we are in charge on developing this intelligence in our students. These are:

- Linguistic intelligence: it is the ability of controlling the language, not only orally, but also written and using the non-verbal language.
- Logical-mathematical intelligence: it is the ability of using numbers and logic.
- Visual and spatial intelligence: it is the ability of watching and interpreting the environment to create pictures.
- Bodily-Kinaesthetic intelligence: it is the ability of having a physical experience.
- Musical intelligence: it is the intelligence connected to music and rhythm.
- Interpersonal intelligence: it is the ability of interacting and understanding others.
- Intrapersonal intelligence: it is the ability of understanding and using our own thoughts.
- Naturalistic intelligence: it is related with natural phenomena.

Related to Gardner's multiple intelligence theory is Asher's “**Total Physical Response**” method. This method links the language with the illustrations and children have the opportunity to perform them with the teacher. It isn't necessary to use the oral expression to know that children start the comprehension of the language. They relate the meaning of the language with the illustrations.

According to the previous ideas of constructivism, the meaning is created more than learn: students created their own knowledge having into account their own experiences and previous ideas. In this way, students participate in an active way and it is not reasonable to receive the information in a passive way. This knowledge must be discovered by activities that can give it a meaning and integrated in their previous knowledge. Different authors have developed this theory, but the main contributor of constructivism was Lev Vygotsky.

Vygotsky defends there is a relationship between **language and thought**. Children don't have internal speech because they don't necessarily understand language and that is the point where children are starting to internalize language skills. Children internalize an idea in this way: First, they learn a new concept by imitating, then they understand the new idea and finally they internalize it by the scaffolding. Language is essential for constructing thought. According to language and thought we can find the different stages:

- **Public speech** that occurs when it is produced an information exchange. He or she creates this public speech using paralanguage: its characteristics are a really marked stress pattern, pitch and intonation. It is focus in Science because of the "here and now" concepts develop in Bruner's theory.
- **Private speech** repeating orally what they have learnt.
- **Inner speech** is generated when using the public speech. Repeating and drilling create and echo in students' heads.
- **Verbal thought** occurs when remembering and sending out short messages keep on long term memory.

Vygotsky also defends that all fundamental cognitive activities are influenced by the **social context**. From this theory he carries out different developing zones. The **zone of proximal development** established the differences between the capacity of solve problems (actual development level) and their capacity to solve problems with help (zone of proximal development).

Vygotsky's theory of language shows that children acquire knowledge as a result of engaging in social experiences. *"Through social and language interactions, older and more*

*experienced members of a community teach younger and less experienced members the skills, values, and knowledge needed to be productive members of that community”* (Daniels, 2005). This theory presents that words are like signals and adults engage children in a secondary signal system, in which words represent objects and ideas. Interacting with their environment, a child develops the ability to develop private, inner speech. Eventually, children internalize language skills finishing in the private thought.

According to this theory, the students create their own knowledge based on what they have experience and their previous ideas before starting a unit. Gamification in education, or gamification in learning, is sometimes described using other terms: gameful thinking, game principles for education, motivation design, engagement design, etc. It operates under the assumption that the kind of engagement that gamers experience with games can be translated to an educational context towards the goals of facilitating learning and influencing student behaviour.

**Gamification** in education offers many possible benefits, including students feel ownership over their learning, there is a more relaxed and fun atmosphere regarding failure, since learners can simply try again, learning becomes visible through progress indicators, etc.

### **Language Acquisition Device vs. Language Acquisition Support System**

There are many theories that try to find an explanation of the process of learning a new language or acquiring a mother language. The acquisition and learning of a language are not always happen in the same way, so therefore we have to focus on the function of the adults and children.

The role of the children it is explain on the Chomsky’s **Language Acquisition Device** theory.

Chomsky argues that human brains have a Language Acquisition Device (hereinafter LAD), it is an innate mechanism which allows children to **develop language skills**. According to this view, all children are born with a universal grammar and syntax, which makes them able to acquire the common rules of all languages and the ability to understand them. That means that children also need to acquire vocabulary, sentences and the textualizing organisation.

Years later, Bruner established that the children's Language Acquisition Device could not work unless a **caretaker** helps them because he gives children the opportunity to take part into a set of relationships that constitute **Language Acquisition Support System** (hereinafter LASS). It structures the information, the data, the input of a language and the interaction to the child's Language Acquisition Device in a way to make the system of language function. Therefore, **LAD and LASS are closely linked** and dependent on each other, because the interaction between them makes the child take part into the linguistic community, which involves at the same time the culture that the language gives access.

Thinking routines is part of study develop by different authors including Howard Gardner. Routines exist in all classrooms as I will explain forward the routines help in the job of learning and working together in a classroom environment. Classrooms have routines that serve to manage student behaviour and interactions, to organizing the work of learning, and to establish rules for communication and discourse; they give structure the way students go about the process of learning. Thinking routines highlights the importance of the routines in classroom and how affect the development of the student's skills. This study shows up the importance of adapt the daily routines to the classroom cultures. This research provides different examples of routines such as how to connect new knowledge to prior ideas, how to explore a casual understanding or how to set the stage for deeper inquiry.

## **4. NON-VERBAL LANGUAGE AND COMMUNICATION**

The non-verbal language studies began in the 1872 with the publication of Charles Darwin's *The Expression of the Emotions in Man and Animals*. Several researchers have identified different types aspects within the non-verbal communication:

### **4.1. Semiotics**

Semiotics is the study and understanding of signs and the study of how we interact and communicate with others by analysing the different channels of communication being used. We can find different grades:

- Signs: Generic label for a unit of non-verbal communication: gestures or body movement. The authors use different terms to identify them:

- Signals: is a type of sign used to inform what will happen next: hint or warning. In what may or may not be a further clarification.
- Cues: Non-verbal sign use to prompt an event, behaviour or experience. Because non-verbal cues suggest what may happen, they often provoke response from the receiver.

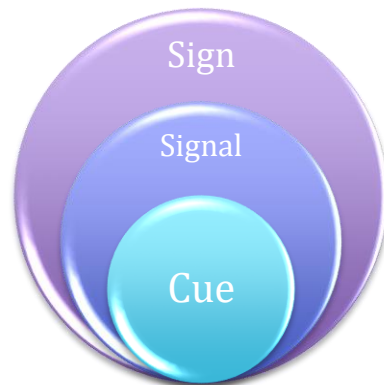


Figure 1: Sign, signal and cue aggrupation

All the cues are signals and all signals are signs, but not all the signs are signals and cues.

The iconic language is a part of the semiotics. *“Iconicity is a relationship of resemblance or similarity between the two aspects of a sign: its form and its meaning. An iconic sign is one whose form resembles its meaning in some way.”* (Meir & Tkachman, 2014). This include traffic signs, labels, pictures, flashcards, etc. And they can inform, warn, advise, forbid, complete, etc.

Among Non-verbal signs we will analyse:

- Emblems: Gestures with precise meanings known by a culture (e.g.: waving the hand to say hello, thumb up to say O.K.)
- Illustrators: Gestures that enhance verbal messages (e.g.: stretch the arms to say big)
- Adaptors: Help a person adapt, release tension. They are also called “manipulators”.
- Regulators: Used to regulate, manage or control a conversation.

- Affect displays: Facial expressions, whether innate, learned or managed (e.g.: smile, knit the brow, etc.)

#### **4.2. Paralanguage**

The paralanguage is a non-verbal-based attributes of the voice, the way a person “vocalizes”, what is said. Recognizable aspects can be classified in three groups. These are somehow linked to the teacher’s command of Phonetics and Phonology

- Qualifiers: Volume, pitch, tone, inflection, pacing, melodiousness, etc.
- Characterizers: describe a kind of underlying theme or meaning that punctuates the paralinguistic qualities. Characterizers can be groans, sighs, mumbling, whines, yawning, laughing, sarcasm and crying.
- Segregates: are fillers in speech, pauses and silence, or sounds that convey information concisely such as “ooh”, “aah”, “umm”, “shh”, “like a” and “so on”

#### **4.3. Proxemics**

The proxemics is the study of how people construct and manage “micro space”, the distance between themselves and others in ordinary daily life.

There are four different levels of space:

- Intimate: from 15 to 45 cm
- Good friends: from 40 cm to 1 metre
- Acquaintances: from 1 to 3.6 metres
- General public: more than 3.6 metres

Proxemics are culturally based, and personal space distances can vary depending on different factors: culture, education, personal election, experiences, etc.

Additional to the idea of proxemics, are non-verbal messages expressed through physical appearances, is received form all the senses, mainly touch, sight and smell.

According to Ferrao Tavares (1999), there are some interactive effects of the non-verbal elements that rise in the educational context:

<b>Typology of functions (F. Tavares)</b>	<b>Symbolic Function</b>	Reinforcing or lowering the distance, roles – Learning objectives
	<b>Affective Function, of modelling</b>	Emphasize or lower a command, correct a mistake, intervene in a conflict, encourage a pupil, etc.
	<b>Strategy Function</b>	Respect to the classroom management, reinforcing the teacher pedagogical function, marking and indicating, for example, a pitch or tone chance, a sequence, an activity change.
	<b>Semantic Function</b>	To facilitate the sense comprehension and interpretation
	<b>Pragmatic Function</b>	Related to the cultural context of the learning language.

Table 1: Typology of functions - Ferrao Tavares

## 5. NON-VERBAL LANGUAGE AND CULTURES

As I said before, the non-verbal language is framed by the different cultures. It is not only related with the proxemics (Proxemics p.13), but also with all the elements that compound the non-verbal language.

When trying to communicate through a language barrier, it’s natural to use gestures as a way of illustrating your point. We assume it’s helpful, since our words are being visually reinforced. Hand motions are, however, culturally relative, and the wrong gesture can inadvertently lead to confusion or offence.

The thumbs-up sign is equivalent to the middle finger in Greece. Tapping your finger to your temple is a gesture to show memory in North America but suggests insanity in Russia. Even nodding yes or shaking one’s head no can be misunderstood abroad. The yes-no gestures are reversed in countries like Bulgaria and Albania. In Turkey, “no” is gestured by nodding the head up and back.

The differences between English speaking cultures and Spanish culture are quite significant.

### **5.1. Spanish culture**

- Proxemics: The Spanish traditionally show great affection greeting one another with hugs or kissing cheeks. The Spanish also frequently touch one another while speaking and tend to stand more closely than English speakers.
- Paralanguage: The Spanish prize eye contact. This culture also relies heavily on body language. People often talk over one another, using their hands wildly to make a point or contorting their facial expressions to reflect their thoughts. Interrupting someone shows interest in what they say.
- Emblems: there is lots of signs used by Spaniards. As we get used to use hands movements, face expressions, etc. to reinforce our speech, we have different signs that can be misunderstood in other cultures (NON-VERBAL LANGUAGE AND COMMUNICATION p.11) including the English speaker cultures (e.g.: index and middle finger raised means “number two” in Spain, but it is an insult in United Kingdom).

### **5.2. English speaking cultures**

- Segregates: North America and the UK, tend to view silence as problematic. Silence is uncomfortable. It is often perceived as a sign of inattentiveness or disinterest.
- Proxemics: Britain is categorised as a “non-contact” culture, in which there’s very little physical contact in people’s daily interactions.
- Emblems: English speakers use different signs to express themselves that could be misinterpreted in Spain or have no sense (e.g.: touch the tip or the nose means correct in USA and UK, and it hasn’t no sense in Spain)



## 6. EDUCATION: SCHOOL CULTURE AND BASIS

The school is more than a building where the children spend the week days. The school is also a society “*an enduring and cooperating social group whose members have developed organized patterns of relationships through interaction with one another*” (Merriam-Webster's collegiate Dictionary, 1999). Within the school we create rules, routines, ... which they should be accept and follow for all the members of this social group: family, students and school workers.

In this way and as English teacher, we must develop the English culture inside of the School culture: we shouldn't go against the rules, routines, habits, timing, etc. provide by the School (e.g.: we shouldn't scream in the corridors if it is forbidden by the school rules).

The English culture doesn't include just the festivities and celebrations from the English cultures. As it is explained in the CEFR:

*Language is not only a major aspect of culture, but also a means of access to cultural manifestations. Much of what is said above applies equally in the more general field: in a person's cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component, again interacting with other components. (Language Policy Unit, 2001)*

Consequently, we have to include characteristics, such as: routines, values, self and peer assessment, rules, etc. All these different features could be adapted inside different areas, also.

As the English culture is under the School culture, this one should endorse it: in the common areas should have a reference of the English culture including different resources, decoration of the festivities, labels, etc. creating a relation in between these different cultures and showing up the support and importance of the English culture.

There is also the part of non-verbal language related with the different school cultures in a school. These cultures have differences within Signs, Symbols, Proxemics, Paralanguage, etc. and all of them together create the school culture. In relation with the different roles which compose the school society there are significant differences that can't be exchanges in between the different positions.

### **6.1. Competences**

As the CEFR says, we focused in the Communicative language competence developing it in a proper context. This context should be sustained in a real and close environment.

To develop this competence, there are different methods and theories (LANGUAGE, CULTURE AND EDUCATION p.6).

Basically, we need to focus the idea in the adult role who provide a real context to develop the Communicative language competence. Therefore, it is the adult who must programme, systematize and assess his or her verbal and non-verbal language which have a relation between each other, and in turn with the real context related on the “here and now” and suitable to the age and stage of the students. For this context the Communicative language competence it is related to the Mathematical competence and basic competences in Science and Technology: this area compounds a real and close context in determinate parts; everything can be observable and measurable.

This context has to be not only focused in the “here and now” but must be attractive to the pupils and coherent.

#### **a. Communicative Language Competence and Mathematical Competence and Basic Competences in Science and Technology**

As I said previously (Competences p.17), the Communicative language competence is related with the Mathematical competence and basic competences in Science and Technology because the area of Science provides:

- Mathematical competence is the ability to develop and apply mathematical thinking to solve a range of problems in everyday situations.

- **Competence in Science** refers to the ability and willingness to use the body of knowledge and methodology employed to **explain the natural world**, in order to identify questions and to draw evidence-based conclusions.
- Competence in Technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs.
- **Competence in Science and Technology** involves an understanding of the **changes caused by human activity and responsibility as an individual citizen**.

Therefore, Science area provides a real context with coherent characteristics. Working with Science in English give us the opportunity on working in a measurable and observable experiments and demonstrations. But, which is the relation between the non-verbal language and these competences?

The non-verbal language creates a real context making everything abstract in physical: contextualize.

## **7. HOW TO INCLUDE THE NON-VERBAL LANGUAGE PROGRAMME**

Inside a syllabus proposal there are different aspects to develop: general context, general aims, learning objectives, learning outcomes, evidence of assessment, etc. But as I learnt during this degree it have to appear the non-verbal language.

As I explain before, the non-verbal language is a 93% of the communication (Merhabian & Weiner, 1967) and if the education is based in the communication of knowledge, we should add this non-verbal language to our syllabus.

In the interaction process we need two or more participants: emissary and receiver. The teacher transmits an information to their students, for example. The teacher should **observe** an answer from these students: it can be verbal or non-verbal. But, the capacity of **assess** the reaction of the students is fundamental in a teaching-learning process. This possible non-verbal answer is given within seconds (even less when we talk about micro expressions). The teacher must **“translate”** these reactions to evaluate how to change their speech, situation, task. However, to assess this reaction given by paralanguage, affect displays,

proxemics, etc. we need to know what to observe and the meaning: bore, distraction, confusion, fear, happiness, etc. Redirect a lesson in that short amount of time implies to have different strategies in mind and constantly being observing: these capacities have to be



Figure 2: Non-verbal language assessment process

training to develop a better teaching-learning process.

But, how do we programme the non-verbal language under the teacher role. We should predict, systematize and assess.

### **7.1. Predict**

To programme a syllabus, you must predict what your pupils are going to accomplish: which is your final task. From this final task you should “go backwards” and predict how are you going to obtain that final task, which steps are you going to follow and how are you going to make them apply their competences gradually.

As part of the communication process, we should include the non-verbal language. We must focus in the teaching process and extol the non-verbal language.

**LESSON 1 / NATURAL AND SOCIAL SCIENCE**

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> <li>● To listen and discuss a story: participate in a discussion, taking turns and listening to the others.</li> <li>● To gather and record data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>● To name some vocabulary related with recycling.</li> <li>● To follow the story and the video.</li> <li>● To give the opinion during the brainstorming.</li> </ul>	<ul style="list-style-type: none"> <li>● To follow the video and answer the questions about recycling.</li> <li>● To participate in the brainstorming</li> <li>● To respect the speaking turns</li> <li>● Use non-verbal emblems and illustrators to get their turn</li> <li>● Include eye-contact as communication starter</li> </ul>
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<ul style="list-style-type: none"> <li>- Hello Everybody</li> <li>- Look at that. What happen?</li> <li>- Do you know who did that?</li> <li>- Oh! We have a letter. We are going to read it.</li> <li>- Hum! Why is recycling so important?</li> <li>- What is recycling?</li> <li>- What a word so long! Everyone: RE-CY-CLING</li> <li>- Let´s tidy up</li> <li>- All in this big bag</li> <li>- Now, watch the video (narration of the video)</li> <li>- Wow! Did you like it?</li> <li>- What happened? They were happy or sad? Are the streets clean or with rubbish? What did Sebastian with the rubbish? Did he make animals? Did he make toys? Did he make instruments?</li> <li>- And make an instrument with rubbish is RECYCLING!</li> <li>- So, is recycling important?</li> <li>- Should we put it (referring to the rubbish) in the rubbish bin or in the street?</li> <li>- All of this we need to separate depending on the material.</li> <li>- Let´s sit down in the assembly.</li> <li>- What did we do today? Did we talk about animals? Did we talk about transports? Did we talk about recycling?</li> <li>- What do you remember about recycling?</li> <li>- Let´s tidy up</li> </ul>		<p><b>Affect displayer:</b> the teacher uses eye contact to detect the pupils´ mood, know if they are paying attention and try to motivate them. Also, smile during the lesson.</p> <p><b>Proxemics:</b> show the pupils that you are accessible, and they can ask you any doubt. Help to the pupils to collect the rubbish.</p> <p><b>Regulators:</b> use silent commands to control the classroom climate.</p> <p><b>Adaptors:</b> use body language to stress the different situations of the story. Explain the thing as many times as necessary.</p> <p><b>Illustrators:</b> move the hands to greet, point the things or materials to explain.</p> <p><b>Emblems:</b> silent, affirmative or negative answer (sounds, facial expression, head movement...). Make the gestures during the story.</p> <p><b>Paralanguage:</b> Required when they read</p> <p><b>Eye contact</b> - in discussion</p> <p><b>Gaze</b> (teachers reaction)</p>

Outline of leading activities

**Today's target**

I can understand why recycling is important.

**Today's plan**

Introduce the recycling topic (something mysterious empty the bins in the class) / watch the video of Basuria / Brainstorming/ Closing assembly

Timing	Grouping	Pupils	Teacher	Resources
10'	Whole Group	Pupils realize the problem and collaborate to tidy up the classroom.	Ask to the children what had happen in the classroom and invites children to tidy up.	Recycling and organic rubbish
15'	Whole Group	Taking turns, the children share ideas about recycling.	Assembly: Teacher invites pupils to talk about recycling.	
5'	Whole Group	Listen to the teacher and ask some questions if it is necessary.	Reads the letter of the mysterious character.	Letter of the mysterious character
7'	Whole Group	Watch the video of Basuria and answer the teacher's questions.	Shows the video and stop the story several times to ask close questions to the pupils.	Video of Basuria.
5'	Whole Group	Share information about the video and begin to understand the importance of recycling.	Asks some questions to the pupils to invite them to talk about the video.	
15'	Small Groups	Follow the sequence of Basuria's story in a narrative text (puzzle format)	Invites children to follow the sequence of the story, explain different connectors.	Basuria's story in paper
10'	Whole Group	Organize the rubbish depending on the material.	Encourages children to organize the materials	Recycling and organic materials

10'	Whole Group	Talk about the things that we learn.	Close Assembly: Talk about the things that we learn.	
3'	Whole Group	Tidy up	Invites children to tidy up	Clean up song
Assessment Criteria				
All children must be able to: - Respect the turns. - Start using the vocabulary. - Participate in the lesson. - Follow the sequence of the activities.		Most of the children will be able to: - Pay attention in the story. - Ask questions to the teacher. - Use some vocabulary related with the topic. - Follow the teacher instructions.	Some of the children could: - Answer and ask questions related with the topic. - Follow the teacher instructions correctly and without help. - Use the vocabulary related with the topic.	

Table 2: Extract from a Year 1 Syllabus. How to programme the non-verbal language.

In this example we can see how to predict a non-verbal language in one lesson designated to a Year 1 class in a State Eco-school. As a whole communication process seeing from the part of the teacher, it is related to the verbal language. Providing a non-verbal and a verbal language develops the inner speech and the verbal thought (NON-VERBAL LANGUAGE AND COMMUNICATION p.6).

## 7.2. Systematize

In order to help your students to develop their skills and competences you need to systematize your teaching process:

- Routines: either in Primary and Early Years, the routines in class are fundamental. The students' daily structures help them to analyse and predict what they are going to do, what is coming. The routines also help the to adopt some responsibilities in the class development: write the date, attendance control, roles and rules management, etc. Some examples of non-verbal language routines are developed in different web pages such as TeachingChannel or Schoolworld. tv
- Assessment: systematize an assessment (self and peer) work with interpersonal and intrapersonal competencies. A systematic assessment helps them to think how to improve their work, what they have to make progress in, how their classmates can be better at, inspire themselves, etc.
- Knowledge: systematize the knowledge means to create some methods to transmit the knowledge. To use different ways to provide the knowledge gives the opportunity

Text structure:	Sentence structure:	Word/ Language:
<b>Consolidate KS1:</b> <b>Fiction</b> Whole class retelling of story Understanding - 5 parts to a story with complex vocabulary: <u>Opening e.g.</u> <i>In a land far away...</i> <i>One cold but bright morning...</i> <u>Build up e.g.</u> <i>Later that day...</i> <u>Problem/ dilemma e.g.</u> <i>Suddenly.../ Unfortunately, ...</i>	<b>Consolidate KS1:</b> <u>Types of sentences:</u> Statements Questions Exclamations Commands  <u>'ly' openers</u> E.g. usually, eventually, finally, carefully, slowly...  <u>Vary openers to sentences</u>	<b>Consolidate KS1:</b> <u>Prepositions</u>  <u>Determiners</u>  <u>Alliteration</u> <u>Similes using...as... like...</u>  <u>Precise, clear language to give information e.g.</u> First, press the red button.

Figure 3: Extracted from an English Syllabus – Example of knowledge progression related to text level, sentences level and word level



to create different paths of learning, but they must to follow a systematic path. In case of literacy we systematize following the text-sentence-word level of progression:

- Non-verbal language: as we shouldn't use different vocabulary for new concepts, we have to systematize the non-verbal language. TPR (LANGUAGE, CULTURE AND EDUCATION p.6) suggests the idea of systematizing the learning reinforcing it with a non-verbal language: illustrators, emblems, paralanguage, proxemics, etc. Therefore, we need to analyse what we like to transmit and how are we going to use the body language to transmit it, as the non-verbal language is part of the whole teaching-learning process.
  - As part of the non-verbal language, icons have to be systematized too. All the mediators must be plan and programme and we should use them analysing if they are correct.

### 7.3. Assessment

Assessment is a fundamental step in all educative aspects. As we mentioned above, this assessment could happen during the lesson, and this reevaluation implies a training in order to redirect the lesson and is based in the observation.

It is not only referred to the assessment teacher-student, but a self-assessment. When we talk about self-assessment of the illustrators used in the teacher non-verbal language includes different aspects to think about such as:

- Did these illustrators work? Were they useful? Were they simple?

The non-verbal language that you train and put into practice can't be confusing. The ideal illustrators must be simple and always related to the same concept (Predict p. **Error! Marcador no definido.**)

- How can I improve them?

Sometimes we need to think how to improve the way to teach. The use of simple sentences at the beginning of Primary Education implies the use of simple illustrators.

- When am I going to suppress them?

Non-verbal language is not something that you can suppress but some illustrators and pre-prepare gestures (for example, in a story) have to be suppressed progressively by the teacher: you eliminate that support when the concept is already part of the private speech (LANGUAGE, CULTURE AND EDUCATION p.6)

- Did they actually support the children process of learning?

When we talk about non-verbal language we need to think in how that support the students learning. We need to adapt it to the culture, the school characteristics and the capacities of the pupils.

- Are the physical mediators correct?

Analyse and assess the mediators such as pictures, flashcards, signs, etc. should be a fundamental step in order to solve possible issues. As with the illustrators, we should have the timing of suppression when they are not needing to be a learning support.

## **8. CONCLUSIONS**

Having the opportunity to investigate about some of the most important aspects of non-verbal language far beyond communication, in Educational Contexts was a privilege. I think this area of studies has not the important position it should have.

In a daily communication with the Foreign Language factor, controlling and be aware about non-verbal language is a must which involves the development of all the Five skills as it respects the mental process of meaning: predict, planning, systematize and assess. As I said before, through non-verbal language appears most of the response within a very short amount of time. Non-verbal language is a part of all the different moments during life.

The cultural non-verbal language awareness implies a regulation of all the cultures that generates a school culture; this means knowledge, respect and consciousness about all the characteristics of each, in a School centred on Integration. With all this process, the school works in the Social and Civic competences, helping to create independent and respectful

citizens. This is a requirement reflected in the Castile and Leon Education Law “*This new society demands students who are able to live in a multicultural and plurilingual context. identity signals of the nowadays and future society.*” (ORDEN EDU/519/2014, de 17 de junio, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación primaria en la Comunidad de Castilla y León.)

We can't forget that non-verbal language awareness provides and defines a real context, something that is pursued not only by the CEFR, which roots are sustained by the constructivism theory, but the Castile and Leon Education Law “*The main objective in Foreign Language area is the use of language in a communicative context.*”(ORDEN EDU/519/2014, de 17 de junio, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación primaria en la Comunidad de Castilla y León.).

It is true that thinking in not only the concepts or mainly oral knowledge to work during a lesson could be considered hard. And, if we add the process of predict all the non-verbal language you are going to use in class and the process of observe-assess the response-react that emerge from the daily communication in a class could be elevate the factor of difficulty; but as we train to programme a syllabus considering all the verbal language we can train ourselves to programme the non-verbal part.

To sum up, I would like to highlight again the importance of our body control. Being a good communicator is something that we could transmit to our students, and is not only our pronunciation, the use of certain vocabulary, etc. but the feelings and intention which we transmit with our body.

I would like to finish with a quote, about the essential role of non-verbal language in communication, by Graham Speechley “*Listen with your eyes as well as your ears.*” (Speechley, 2012)

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