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**“NONVERBAL COMMUNICATION IN ENGLISH
AS A SECOND LANGUAGE”**

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ABSTRACT

When we communicate, we use different instruments to codify the message that we want to transmit. This paper reports on research that explores the design of a proposal to work children's nonverbal communication skills in the English classroom. After carrying out a bibliographic review about the topic, it is proposed a set of activities about nonverbal communication that revolve around different topics and try to activate the learning of a variety of learners.

The different activities are designed to develop them in a bilingual public school (covered by MEC-British Council) which is located in the city of Soria (Spain). Unfortunately, it has not been possible to implement this proposal due to external causes, but it can serve as a basis for further research or future implementations. In this sense this research provides a model that could help teachers design and implement activities aimed at developing children's nonverbal communication skills together with verbal communication skills in the ESL classroom.

KEY WORDS

Education, communication, nonverbal communication, verbal communication, foreign language and culture.

1 Introduction

Nowadays people think that if they learn a language, they will be able to communicate as effectively as they might wish. However, being able to speak a language does not guarantee the success of communication.

Teachers have the responsibility to transmit knowledge to their students through communication. The kind of communication that a teacher uses will influence their students (Simpson and Erickson, 1983).

To be communicatively competent in a foreign language, it is necessary to be proficient in other knowledge areas, such as, pragmatics and sociocultural and nonverbal knowledge.

In the stages of Nursery and Primary Education we can use gaming, body expression exercises involving dance or drama, mimicry, telling stories to raise awareness of nonverbal communication.

Unfortunately, we have very few studies about the nonverbal implications in language development at school.

Because of that, in this project, we are going to try and research the importance of gestures when we communicate and, as we are specialising in English teaching, we will try to show the importance of gestures in the teaching of a second language. Also, we will also focus on verbal and nonverbal communication. In addition, we are going to discuss a scientific categorization of nonverbal communication and its importance in Communication.

Lastly, we will provide a proposal about how we could practice nonverbal communication in the classroom. To do this, we will create several activities to carry out with second year students of primary school. The proposed activities fall into five categories: previous, visual, auditory, kinaesthetic/tactile and evaluation activities. Also, it is important to note that we will start this project from thinking routines which are used to activate the prior knowledge of our students.

1.1 Motivation behind the study

Communication is an important process in our life and, therefore, in our students' lives. Generally speaking, verbal communication is a codified system which is taught fluently, perhaps because it is easier to teach, understand and memorize.

Teaching foreign languages normally relies on the study of both oral and written expression, but, sometimes, we forget that in relation to each language, there is a culture with its own nonverbal codes. Maybe we can go to work in the United States or England because we speak English correctly but, in fact, we ignore significant information about the nonverbal behaviour of the British and American people.

All this could affect our integration into the country and we could find some rapport issues.

Because of that, in this paper we will emphasize the importance of nonverbal communication in English language teaching, as we consider that, nowadays, it does not have the space that it deserves. Although nonverbal communication is present in the curriculum of Primary, it should have more importance. For instance, in the CEFR (Common European Framework of Reference) we can see a variety of communicative activities and strategies. Also, it refers to kinaesthetic, proxemics and paralinguistic contents and elements.

Finally, in terms of university level, the University of Valladolid provides different specific and general competences in the document *Grado en Educación Primaria (2017)*.

The competences that we are going to name are related to the theme being treated throughout the final project: nonverbal communication.

On the one hand, in the "General Competences" section, we cannot find any point related to nonverbal communication. However, point 6b –which mentions the knowledge of our intercultural reality-, has arguably a connection with our subject, since talking about nonverbal communication in a second language means talking about culture too.

On the other hand, in the "Specific Competences" section, we want to point out the following aspects.

In the basic training module, the skill related to the work presented here is: point 9f which talks about the intercultural reality and about to develop attitudes of respect to other cultures. In this point there is a relation with the topic because we are going to talk about nonverbal communication in an English country.

In the subject: “Teaching-learning of languages”, point 7a talks about to know the basic principles of communication.

Finally, in the section called “Optional Module”, the skills we would like to point out are: 1a, which talks about the acquisition of pragmatic knowledge of the foreign languages; 1b, which deals with the communicative basis of the acquisition of languages; 1c, which talks about the use of body expressions and dramatization as a communicative resource in the foreign language; 2c, which underlines the importance of being able to develop positive attitudes to the diversity linguistic culture in the classroom; 2f, which is about the development of the communicative competence.

To conclude, we would like to add that, as future educators, this project may help us to be better communicators. Also, this is going to help us to know how to teach nonverbal language. And, it is going to allow us to be able to express ourselves in a secure way.

We live in a culture where visual has an important role. Our students live in a world where images are more decisive than speeches and words. Therefore, teachers, through nonverbal communication, can build a more positive relationship with students and promote meaningful learning.

1.2 Main Aim

The main aim is to develop a nonverbal communication project for the reception year of Primary Education to connect the teaching of nonverbal Spanish communication with the teaching of nonverbal English communication as a means to develop the importance of nonverbal communication in a school context and in our lives.

The specific aims of this paper are:

- To show the differences between verbal and nonverbal communication, its characteristics, and the relation with culture, foreign language and teaching- learning process.

- To design a variety of activities to implement in a second year students of a bilingual primary school.
- To draw conclusions that flow from the project and allow us to think about them.

1.3 Methodology

First of all, a search of documents published by different authors was carried out in Google Scholar. This search was done both in Spanish and English. In addition, the bibliographic references were analyzed in order to get other documents to use in the theoretical and practical part of the paper.

After the searching, we began to write the theoretical part of the report. We started with general things such as communication and culture and communication, to finish with nonverbal communication at school.

Then, we designed the practical part which will be a project to carry out in a bilingual school. We used some of the documents we have found to do the first part of the report. In the project we added a setting, aims, contents, activities, assessment, methodology, resources and timing.

Finally, we conclude the report with the conclusions we obtained after the implementation of the project.

2 Theoretical Framework

Nowadays it is said that communication lives a stage of big process but we cannot forget that it exists since the human being appeared on the earth. Humans are social creatures by nature and, therefore, they have the need of interacting with others. So often we communicate.

When we communicate, we use different tools to codify the message. Following, we will comment some of those tools.

On the one hand, we use oral and written elements (verbal communication). On the other hand, we use nonverbal elements such us; movements, sounds, gestures, facial expressions.

Depending on the message that we are going to transmit or to interpret, there will be moments in which the importance of communication will be in the nonverbal elements, while, other times the significance will be in the verbal elements. Also, there will be instances in which the importance will be share between the verbal and nonverbal communication.

So, because of that, we can say that both verbal and nonverbal communication are necessary when we want to say something or, in other words, to communicate.

Communication is an activity that people use each moment and each time to take part in the world in which they live. Verbal and nonverbal communication is the tool that makes us humans. People need to communicate things.

Besides, through the communication we exchange opinions and feelings with other people. So, it is important to know how to communicate for the development of our personality.

2.1 Communication

First of all, it is important to know what *communication* is. It is difficult to find a well thought out definition of this term, but, the Collins Dictionary provides a good one. It defines “to communicate” as “the act of transmitting” also, it is defined as “a giving or exchanging of information, signals, or messages as by talk, gestures, or writing”.

In our view, E. Pichón (1985) in his book “*El Proceso Grupal de Psicoanálisis a la Psicología Social*” made a really good definition of the term that we are talking about. He states that:

Comunicación es todo proceso de interacción social por medio de símbolos y sistemas de mensajes. Incluye todo proceso en el cual la conducta de un ser humano actúa como estímulo de la conducta de otro ser humano. Puede ser verbal, o no verbal, interindividual o intergrupal.¹ (Pichón. 1985, p. 89).

¹ Communication is a social interaction process in which it is used different symbols and messages systems. It includes any process in which the conduct of a human being acts as the stimulus of the conduct of another human being. The communication can be verbal, nonverbal, inter-individual or intergroup.

After reading the opinions that different authors have given about what communication is, we dare to define this concept as a process in which there is an exchange of information between two or more people in which one of those transmit a message while the other person expects an answer. Communication involves verbal and nonverbal aspects.

These aspects are really important in communication so, that is why in the next two points we are going to talk about verbal and nonverbal communication and the differences that we can find between both terms.

2.1.1 Verbal Communication

As it has been said before, in verbal communication we use oral or written skills. When we talk or when we write a letter to a friend who is in a country, different from ours, we are expressing ourselves verbally.

Although verbal communication is commonly used rather than nonverbal communication, it is difficult to find an academic definition of this term. It was a complicated search but finally it was found an interesting blog in which Sneha Mishra provides a good definition about verbal communication. She said that:

Verbal communication is auditory communication with words. It is mostly face-to-face or written with the use of languages as a means. (...) Here, tone and volume of the spoken words or sound matter the most along with the words. Similarly, denotation, and connotation are other factors that seemed intended meaning of message. So, choosing right words, according to the situation is important. (Mishra. 2017, par 2).

This definition gives a clear and a better idea about what verbal communication is. We have to add that there will be times in which people think that verbal communication is the only way to communicate but, following, we are going to see the importance and other aspects that nonverbal communication has.

2.1.2 Nonverbal Communication.

Nonverbal communication has received less attention than verbal communication. It is difficult to find scientific studies that help us to know more about this type of communication since it consists on a transmission mode quite difficult to interpret.

At the beginning of the twentieth century, several authors began to research about nonverbal communication. Flora Davis (1976) talked about the importance of gestures, poses, body postures and so on when people transmit a message to a person. She said that movements and gestures are such important as the audible signals.

In communication, there are different nonverbal elements that range from movements and postures that people adopt when they talk to sounds that are not properly words.

Nonverbal communication could be divided into several subcategories. According to Wood (2001) there are four subclasses: **proxemics** which is the distance between the bodies; **kinesics** which is the movement of the body; **sense of touch** through the movement of the hands; and finally, **the artefactual communication** that consists of what people wear.

Cestero (2004) pointed out that we can distinguish three categories of kinesics signs: **gestures** refer to psych muscular movements by a human being with a communicative value; **the ways** that are forms to do nonverbal communicative movements, and to perform nonverbal communicative actions; finally, **the postures or static positions** that human body can adopt and communicate actively or passively.

Probably Zoriz, Smid et al. (2007) did the most scientific categorization of nonverbal elements in communication. The subcategories they propose are clarified in the following chart.

Chart 1.

Scientific categorization of nonverbal. Communication according to Zoric, Smid et al (2007) and completed by the author of this paper.

Types	Description
Kinesics (body language)	It is related to movement of the body. For instance; facial expressions to express emotions and the personality, eye contact, gestures, posture.
Oculesics (eye contact)	Influence of eye contact in the intentional and unintentional message that is being communicated. Eyes play an essential role because different expressions are reflected in them. Eyes can be in tears, red or dry, open or closed, or, clearly showing, the state of our mind.
Haptics (touch)	Touching behaviour. It is related to the sense of touch. Handshakes, holding hands, kissing. Touching can carry distinct emotions and also it can show the intensity of those emotions. In some cultures, people tend to touch frequently, whereas the British prefer not to touch at all.
Proxemics (proximity)	It is concerned with the personal space usage. The use of proxemics differs among people of different cultures. Some cultures kissing on the cheeks when they first meet, while, other cultures prefer to shake hands.
Paralanguage (paralinguistic)	Non-word utterances and other nonverbal clues relatively closely related to language use

Chronemics	It is the use of time, waiting or pausing. For instance, to be late for an appointment is an accepted norm in some cultures while in others, it is a bad attitude.
Silence	It is the absence of sound (muteness, stillness, secrecy).
Olfactic (smell)	It is the study of the smell. Some cultures consider natural body odors as normal while, to other cultures the natural odor is an offensive (it is common the use of perfume).
Vocalic	Tone of voice, timbre, volume (loudness), speed (rate of speech). Some cultures prefer outspokenness over silence.
Physical appearance and artifacts	Physical characteristics of our body, clothing, jewellery, hairstyle and so on.
Symbolism (semiotics)	It is the meaning of signs and symbols. Some cultures have adopted other cultures ideas and vice versa. For example, the cultural meanings of the colors.

Once having seen both terms, it is necessary to say that there will be moments in which verbal elements will be more important than nonverbal elements, while other times it will be just the opposite and the importance will be shared between both terms. So, a priori, it was wrong to assert that verbal communication is more important than nonverbal communication. In fact, we have to take into account that in a conversation or when we communicate, nonverbal signs have a great importance. Let us check the following figure that we can find in Sneha Mishra's blog to clarify the use of verbal and nonverbal communication.

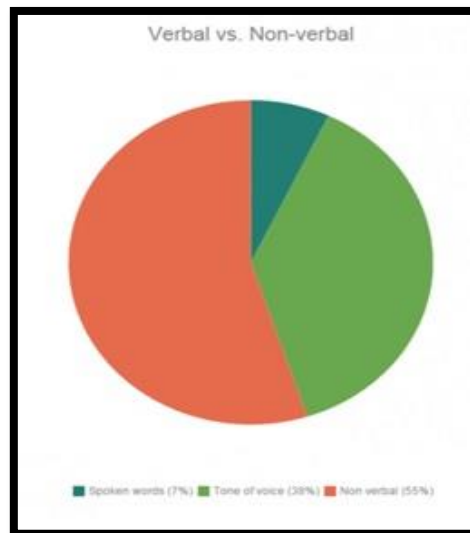


Figure 1. This diagram shows the importance of nonverbal communication 55% and tone of voice 38% (vocalic). While, the verbal or spoken words just represent a 7% of the communication. This makes us think about how important work the nonverbal communication is.

2.2 Culture and communication

It is important to know that speaking about communication and specifically, nonverbal communication has a closer connection with culture.

Just like different countries speak different languages, different countries may have a different nonverbal communication. So, we have to take into account this since in our classes we might have children from around the world.

At school, we can find two situations: a Spanish teacher who teaches English or, an English teacher who teaches English. So, the idea of teaching nonverbal communication is going to be different.

For instance, a Spanish teacher who teaches English is going to have a forced nonverbal communication. However, an English teacher who teaches English to Spanish children will have a nonverbal communication different from the children he teaches. So, sometimes children could be lost during the lesson.

Due to the situations that a teacher might find in class, we want to show a few examples about the variety of nonverbal communication which exist around the world and the meanings that a teacher who teaches a foreign language should be aware of.

Up to now, we have talked about different dimensions of nonverbal communication. From now on, we are mainly going to focus the report on the kinaesthetic dimension of nonverbal communication because for children, gestures are the easiest way to work this communication as an external element of their culture. Also, the kinaesthetic dimension is one of the most studied and codified.

In our research into the world of nonverbal communication, we have found that sometimes, there are gestures that have the same meaning in two or three countries. Other times, we have found that gestures with a good connotation in a country might have a bad one in others. In other words, gestures that you can do in China could have a different read in Spain.

As a continuation of this topic, we are going to show some examples in which we might see that nonverbal communication is different depending on the situation and the place where we are.



Figure 2. These two pictures show two very similar gestures but with a different meaning. The one on the right means “to cheat on somebody” in the Spanish context. The one on the left means “I love you” in a Chinese context.



Figure 3. In some cultures such as the North American culture, it is impolite to point at people using your index finger. To do it politely, they use an open hand with the palm turned slightly upward.

Usually the youngsters of the United States use these gestures to encourage someone. They are not usually used at work or with a superior.



Figure 4. In the first picture we can see a person with thumbs-up. In the second picture we see two people slapping hands in a “high-five”.

2.3 Nonverbal Communication at school

This section will be started with Miller`s view as stated in his book,: “A good teacher is good listener, not only to words being spoken, but also to silent messages that signal agreement/disagreement, attention, inattention, interest/boredom, and the desire of the student to be heard” (Miller, 2005b, p. 67).

According to Marta Albaladejo Mur (2008), teacher specialized in interpersonal and emotional communication, if teachers point out nonverbal communication, focusing the intention on the transmission of confidence in which students are able to achieve, they could be more effective with no complementary effort.

For teachers, the use of verbal and nonverbal tools provides them with a positive emotional disposition which flatters learning.

Teachers can aid the development of nonverbal skills taking advantage the everyday life in the school.

McCroskey and Richmand (as quoted in Barry, 2011, p.4) talked about the impact that nonverbal communication has on a student`s learning. The 93% of the total communication will be nonverbal. This communication stimulates the students` feelings and attitudes about the material.

Breckinridge et al. (2004) researched the importance of the gestures for the first year primary students, because they do not have enough vocabulary yet. Their results show that children who do the gestures are able to demonstrate their understanding of the subject of the experiment, the opposite of children who do not have them.

2.3.1 Nonverbal Communication in Foreign Languages

As we have been saying, nonverbal communication has not been having the importance it deserved in schools and in the teaching-learning processes either.

Despite of this, we have to take into account that the gestures that a teacher does during a lesson may or may not help students to acquire a second language. So, as Tasha Lewis (2007) said, it would be desirable that foreign language teachers become aware of the impact that nonverbal communication has at school.

In addition, it is important to say that gestures have a close relation with culture. There are some gestures that are more common in certain cultures than in others. Antes (1996) said that gestures are a semiotic system because they have a meaning without the support of words. As gestures represent a way of communication which is culturally specific, it suggests that foreign language teachers might use the gestures to teach a language and a culture. But it is important to take into account that in nonverbal communication not all gestures, voices and so on are codify signs that can be studied as English vocabulary.

Also, there is an author called Clark (2003) who said that usually words follow gestures and vice versa. Some researchers, such as Goodwyn and Acredolo (1996), said that people are not conscious that gestures that they use have a positive impact in the development of a child`s language. Nonverbal communication helps children in the language development process.

Finally, several researchers decided to do qualitative and quantitative studies to demonstrate that gestures have an important role when learning a second language.

- Allen (1995) did a study in a French class. He divided the class into three groups. The first group used gestures; the second group did not use gestures; and, the last group used only gestures at the end of the experiment. The results showed that the group that since the first moment had gestures, they retained the French expressions for some time.

- Lazaraton (2004) observed an English class and he focused his attention to the gestures that teaches did in a vocabulary lesson. He recorded the class and, after the analysis he concluded that the use of gestures is important and also he deduced that it will be better to include nonverbal communication in an analysis speech in order to understand the value that the gestures have in a pedagogical way.

Lastly, we have to say that nonverbal communication has a big importance in the learning of a foreign language and it should be present in our schools because it helps in the teaching-learning process.

2.3.2 Nonverbal Communication in the teaching-learning Process.

As we have been saying, we give a great importance to verbal communication and might have problems in the teaching-learning English process because students are going to use nonverbal elements from their mother tongue to the second language. This is a mistake because nonverbal communication is not universal. Although it is true that it would be considered some nonverbal elements as universal, this is not a common thing.

In a study of the University of Seville about nonverbal communication in English as a second language, Álvarez Benito (2002) concluded that this kind of communication is typical of a culture. Also, the meaning and the use of nonverbal communication is not something innate in human being because this communication is learned as well as verbal communication. The same study refers to another important aspect which said that students use nonverbal elements in the second language (English) more than in the mother tongue (Spanish). That is why the speaker felt the necessity of making up for the lack of verbal fluency. The problem will be in the bad use of nonverbal elements.

So, because of that it is important to work nonverbal communication in class because it may help to have fluency in the second language and, it could help to decode the message. Besides, if students have a good use of nonverbal elements, their communication might flow naturally, as it does in their mother tongue.

3 Practical proposal

3.1 Nonverbal Communication Project

As we know, nonverbal communication is an important issue that we have to work in our classes. This project is going to be focused on an English class. Nonverbal communication strategies are an indispensable element in the way to reach a communicative competence in a second language. So, because of that, we are going to propose a nonverbal project, which will include different activities about this topic.

With this project, we are going to pay attention on the importance of working nonverbal communication as a way to teach a second language. To carry out this project in the classroom recreational activities have been included, since they offer an opportunity for the intensive practice of language. Also, they offer a context in which the second

language is used significantly and as a means to achieve an end which is: to communicate.

3.1.1 Setting

This project is intended to be carried out in a bilingual context. “Los Doce Linajes” is a bilingual state school (covered by MEC-British Council) located in the city of Soria. We chose this school because we were doing there the Practicum II and our tutor could give us the opportunity to carry out our proposal with the students.

As we have said, the school context is bilingual, but, what is a bilingual school?

Bilingual schools have a bilingual program which consists of giving lessons in two languages (half of the contents of the curriculum in English). The language is not a goal in itself, but it is a vehicle of transmission of knowledge. In other words, the idea is to teach in English not to teach English. The child will develop skills of communication in different languages, not only towards their culture but also to others.

The classroom context is second year students of primary school (7-8 years old). It is a standard class with 24 children.

The project includes a variety of activities which will be mainly focus on the kinaesthetic dimension. Sometimes, we use the tone of voice because it can also be easy to recognize for children, since babies we identified it in our culture.

3.1.2 Aims

- To know how to use nonverbal elements.
- Basic notions of nonverbal communication and his relation with the different cultures.
- To understand that, together with verbal messages, different feelings are expressed through tone of voice, facial expression and body gestures.

3.1.3 Contents

- Verbal and nonverbal communication.
- Tone of voice, facial expressions and body gestures.

3.1.4 Activities

Chart 2.

Set of activities designed by the author of this paper.

TITLE OF THE ACTIVITY	EXPLANATION	AIMS
Activity 1. Test	In this activity the students will do a test to know their learning style. They will have to put a tick ✓ in all statements that they think are true about them. And, they will leave the statement in blank if it is not true. The teacher will read the statements one by one and will solve the doubts that the students have. (See appendix 1)	To know the children learning style.
Activity 2. I see, I am thinking and I wonder	Firstly, the students will be given a sheet which will be divided into three columns. In the first column, they will write what they see. In the second column, they will write what do they think it means or does? In the third column, they will write why or what details make they think this about the picture? (See appendix 1) Secondly, students will be shown a picture about different people doing gestures to communicate. Finally, the results will be shared and the teacher will ask some questions about the topic that students are going to learn (nonverbal communication). Some of	To introduce the student to thinking routines. To introduce nonverbal communication to students.






	<p>the questions would be:</p> <ul style="list-style-type: none"> • Do you think body language is important? • Do you think body language helps communication? How? • Do you notice other people`s body language? • Can you think of any gestures that are common across all cultures? • What are some typical hand gestures in you culture? • Do you think body language is different in other cultures? • What body language does a person who is bored show? • What body language does a person who is nervous show? • What body language does a person who is happy show? • Do you use body language when you communicate in Spanish? • Do you try to use body language when you communicate in English? 	
<p>Activity 3. “Saying what you mean”</p>	<p>In this activity an interesting book about nonverbal communication will be used. This book written by Joy Wilt (1980) is a good tool to see the differences between verbal and nonverbal communication.</p> <p>The link of the book is: https://www.youtube.com/watch?v=1hnLfnulwZw&t=56s Linville (2012)</p>	<p>To understand and to learn what communication, communication or and nonverbal communication are.</p>

<p>Activity 4. Recognize these expressions</p>	<p>The activity will consist in playing a video about facial expressions. The video will have different options and students will have to choose the correct one.</p> <p>The link of the video is: https://www.youtube.com/watch?v=T4Iq_qaJirs Hutton (2013).</p>	<p>To improve the use of new technologies.</p> <p>To work with different facial expressions.</p>
<p>Activity 5. Draw and explain</p>	<p>In this activity, each child will have to draw a picture about the topic they want. When they finish the picture, they will go to the front of the class in turns to show it. The rest of their classmates will have to interpret the picture using words.</p> <p>After finishing the interpretation, the pupil who drew the picture will have to explain their drawing. We will see if there is a coincidence or not and we will try to explain why.</p>	<p>To learn how to express with and without words.</p>
<p>Activity 6. What changes when we communicate?</p>	<p>In this activity, the students with the help of the teacher will do a diagram in which we will write the parts of the body and other things, such as, clothes that help us to know more about nonverbal communication.</p> <p>The diagram will be a child and we will point out things that change when we communicate something. (See appendix 1)</p>	<p>To improve our nonverbal communication.</p>
<p>Activity 7. We play with</p>	<p>The teacher will play two videos which tell two different stories. In these stories the characters use nonverbal communication to communicate. The</p>	<p>To promote the group work.</p>

different stories	<p>students will have to say and write what they think is happening in both stories.</p> <p>The teacher will divide the class into four groups. Each group will think and will write the dialogue which could replace the nonverbal communication.</p> <p>Once, the students have written the scene, they will share their ideas with the rest of the class.</p> <p>The links of the videos are: https://www.youtube.com/watch?v=0XspRCwoIUI Slavkova (2012) and https://www.youtube.com/watch?v=YQ3qgIMURgI Masefield (2014).</p>	To decode nonverbal communication.
Activity 8. Guess the film	<p>This activity is a game which consists in guessing a film. The teacher will divide the class in two teams. One of the teams should think a film and whisper it to a member of the other team. The member who has listened to the name will have to act for their group. They cannot speak. Once the group has guessed the film, it will be the turn of the other team.</p> <p>NOTE: The teacher will have prepared some film titles such as: <i>The Pink Panther</i>, <i>The Hunchback of Notre Dame</i>, <i>Harry Potter</i>, <i>The Lion King</i>, <i>Star Wars</i>, <i>Ice Age</i>, and <i>Tarzan</i>.</p>	To practice the nonverbal communication.
Activity 9. Let me think... How do I tell you?	<p>In pairs or groups of three, the students will prepare with the help of the teacher a scene about familiar topics like: in the school, in the playground, at home.</p> <p>They will use nonverbal communication to transmit the opposite of what they are saying with words. For</p>	To interiorize the idea of communication.

	<p>instance, if their message is something positive, they will try to do it in a negative way to express the opposite.</p> <p>(See appendix 1)</p>	
<p>Activity 10. Would you like...?</p>	<p>In this activity, the teacher will divide the class in pairs. Each student will have a chart with two columns (question and answer). Students' A questions should be completed with students' B answers and vice versa. Student A will read the questions making gestures and their partner will answer it using body language and paralinguistic. Student A will have to complete the gaps with the interpretation that he has done of this sign. Also, the answer can be a drawing.</p> <p>(See appendix 1)</p>	<p>To formulate an invitation using kinaesthetic and paralinguistic elements.</p>
<p>Activity 11. Final activity</p>	<p>With this activity, the teacher will evaluate the knowledge of students through a sheet in which they will have to answer things that we have been studying in each activity during the project.</p> <p>(See appendix 1)</p>	<p>To evaluate the knowledge about nonverbal communication that students get during the project</p>

Colour code:

-  Previous activities
  Auditory activity
  Visual activities
 Kinaesthetic /Tactile activities
  Evaluation activity

3.1.5 Project methodology

We consider that the methodology must be active and participative where the student will be considered the principal actor and the centre of the teaching-learning process. For this, we will start from the needs, concerns, interests and skills of our students, keeping in mind their learning rhythms.

We are going to introduce thinking routines² (Ritchhart y Perkins, 2008) in the project to activate prior knowledge, to generate new ideas and connections, and, arouse learners' curiosity to delve into a deeper research.

Another important aspect is that each child develops at their own pace of growth, the activities will be most motivational and it will have influence in their development. We consider the child as an active person, giving importance to creativity.

Most of the activities are designed to work in groups. It is better to work on this topic with other people to have a better understanding of nonverbal communication. It is important to practice this communication among students in a practical way to try to help them interiorize this concept. That is why in this project there will be activities about guessing films, explain pictures, acting and recognize expressions in a video.

3.1.6 Resources and timing

In order to make the project meaningful in the life of the classroom and in daily life we must set ourselves realistic goals with resources that are available to us, next to our environment and easy to use. In this way, and, as we get the desired results the amount is increasing confidence in our research capabilities and, little by little, we will venture to new and more complex resources.

The resources that are going to be used are: worksheets, online resources, books.

² Thinking routines are an element of an initiative called Project Zero's Visible Thinking to develop a research-based approach to teach thinking skills and dispositions. Project Zero approach integrates the development of students' thinking with content learning across subject matters.

The project will be worked during the second term because in Spanish Language they are studying the communication process. So, as this project is related with communication, albeit in a foreign language, it will be worked at the English culture subject.

There is no a duration set because there will be days in which we will only spend five minutes and other days twenty. So, the timing will depend on the activity and the children's motivation.

3.1.7 Assessment

3.1.7.1 What to assess? (Student, teacher, process)

To assess the students in relation to the project we will have the following items ([See appendix 2](#)):

- Uses the nonverbal communication in different situations.
- Has a basic notion of nonverbal communication.
- Establishes a relation between nonverbal communication and culture.
- Express different feelings using different tone of voice, facial expression and body gestures.

In addition, it is important to evaluate our practice as teachers; therefore we propose the following aspects:

- Suitability of the objectives, contents and activities.
- Timing and methodology.
- Groupings of students, materials used and individualized attention.

Finally, we must take into account the evaluation of the process. So, we will evaluate if the activities that we have proposed in this project have been adequate regarding of: The time for carrying out the activities, the rank of difficulty and the areas destined for each activity.

In addition, we will consider if the different resources (material, human, temporal and spatial) for the activities have been sufficient and appropriate.

3.1.7.2 *When to assess?*

Due to the continuous character of the assessment system, the following stages will be considered: initial, procedural and final.

- **Initial stage:** It is based on a diagnostic assessment to establish the previous knowledge of students and put into practice a vertical coherence, establishing links between what they already know and the knowledge they are about to acquire. In the second activity we will use thinking routines to activate the prior knowledge of our students.

- **Procedural stage:** This stage involves a continuous, formative, guiding and summative process. The function is to give feedback to reinforce and redirect the teaching - learning process. This project is composed of an assessment sheet that allows assessing the achievement of the knowledge, abilities and capacities of the students.

- **Final stage:** It is based on a summative process established during the continuous assessment throughout the academic course. The function is to determine the degree of achievement of certain capacities aimed at during the course. The information will help determine the initial evaluation of the teaching-learning process.

3.1.7.3 *How to assess?*

We will analyze what is happening during the teaching-learning process and its causes with a great variety of instruments and techniques such as the observation.

The principal instruments used during the assessment process are going to be lists / registers, to show progress of each child, different assessment sheets, a self-assessment, activities for daily observation and the final activity.

3.2 Discussion

To carry out this project, we have to take into account the law currently in force in Spain which is the LOMCE (Ley orgánica para la Mejora de la Calidad Educativa), because, we have seen that this law point out that nonverbal communication has to be treated during the school term. Also, we have reviewed the CEFR (2001) because it

talks about the importance that nonverbal communication has in the teaching-learning process.

The project consists on a set of activities mainly based on the kinaesthetic dimension of the nonverbal communication. We have focused the attention on this dimension because the project is to carry out with young children and gestures are easier for them than proxemics, chronemics and so on. Also, in some of the activities we will use the tone of voice because it could be easy to recognize for children. Since we are babies, we are able to recognise the tone of voice of our culture.

The activities have been designed to be developed in second year of Primary Education. We have divided the activities in groups because, at the beginning of the project, we will do a test in which we will see the learning style of our students. This test will help the teacher to see how students learn and try to adapt activities to enhance all types of learning recorded. The answers that we will get, it will be used by us to design the activities of the project. That is the reason why the activities will be divided in topics (auditory, visual, kinaesthetic /tactile and evaluation activities). The test will be an adaptation of the learning styles tests compiled by A. J. Berghuis.

When we were researching about the types of activities for this project, we realise that the methodology of thinking routines (Ritchhart y Perkins, 2008) could work in some of the activities of the project. That is the reason why in activity 2 we are going to introduce the students to thinking routines that will help them to be good viewers. This way of working will help learners to develop new ideas and connections.

The groupings on each activity are deeply thought to promote different ways of working in class. Students have to be capable of working by themselves, in small and big groups and they have to work well. Also, in some activities like in the activity “I see, I am thinking and I wonder”, we will start the task individually and then we will share the results with the whole group. It is important that the students work in groups because is a way of socialization. Also, they have to learn to solve things collaboratively as in the activity “Guess the film”. In addition, this way of working allows the teacher to know the difficulties in the group.

The resources are an important aspect in the project because we have to attract the students' attention. That is why in the activity “Saying what you mean”, we will use a

book which has colorful illustrations which will help the pupils will appreciate and understand the topic that we are working in a better way. Also, in the activity “Recognize these expressions” we will use new technologies. Children live in the world of new technologies so, the use of computers probably helps them to understand concepts and ideas better.

The activity “Let me think...How do I tell you?” allows pupils to appreciate how verbal messages are influenced by the way they are transmitted, especially when they are hidden behind some emotions, such as rage, fright, insecurity and so on. Thus, students will recognize that the tone of voice and gestures are mechanisms of expression that always generate an impact on the listener. Although this project is designed to work nonverbal communication, it is important that we work verbal and nonverbal because, as we know, in communication, we have verbal and nonverbal elements. In the activity “Draw and explain”, we will use both elements too.

Finally, it is important to talk about the last activity of the projects which is the evaluation. First of all, we cannot forget that although we have to have an assessment because we need results of everything we design, we must remind that all the activities are important. So, we must take notes during the whole experience. We cannot base the evaluation in the final task.

We know that evaluation is an important part that teachers have to take into account because it helps to know if the students, the proposal and the methodology have worked correctly. The case of nonverbal communication is difficult to assess because it is hard to find a good way to evaluate the knowledge acquired by our students. It is not a codified aspect. So, although the idea of evaluation that we propose is a kind of exam with different questions, it is important to continue observing our pupils each day to see if they use the contents that they have been learning in this project. To evaluate our practice it would be interesting to do a self-assessment to evaluate if we have been able to motivate and connect with students. Also, we will have a chart with different items that could help to complete the self-assessment. The chart has a total of eight items and we will complete it with a happy or sad face because our project is about nonverbal communication. Also, we could add comments in each item to improve our proposal.

To assess the process we will use other chart with different items and faces. If the item has been achieved, we will draw a happy face. If the item has not been achieved, we

will draw a sad face. We will evaluate if the time of carrying out the activities has been adequate. Also, we will evaluate if the activities, resources and groupings have been adequate for second year of Primary Education.

Finally, we will quantify the assessment using a scale³ from 1 to 5 because it offers more objective results. We will have a total of twelve items. If all the items have happy faces, the project will have five points. If the items only have sad faces, the project will have one point. If six items have happy faces, the project will have three points.

4 Conclusions

After the research of this topic we have seen the importance of working nonverbal communication with our students. Nonverbal communication is a universal and important way of interaction and it is present in our daily life. So, teachers have to try to use it during all the lessons.

Traditionally, the important part of the communication will be in verbal aspects but the presence of nonverbal communication is increasing.

Because, as an important author said some years ago “A good teacher is a good listener, not only to words being spoken, but also to silent messages that signal agreement/disagreement, attention, inattention, interest/boredom, and the desire of the student to be heard” (Miller, 2005b, p.67).

That is why it is necessary to practice with our students this part of the communication.

Working nonverbal communication allows us to know our pupils better. The use of nonverbal communication in the teaching of a foreign language encourages natural communication. When a person tries to communicate something using just verbal communication, it seems unnatural. On the contrary, when a person combines and coordinates during the communication both verbal and nonverbal resources, and he uses them when appropriate, the communication will be excellent.

³ 5 points, the project has worked well.

4 and 3 points, the project has worked well but it could be improved.

1 and 2 points, it is necessary to review the project and change things.

Even from an early age, it is important to work these aspects with children because that will make the learning of a new language better.

After a literature review, we realised that there was not too much information about nonverbal communication. Very few authors have researched about this topic, but, Clark (2003) noted the importance that gestures have in communication and he pointed out that words and gestures go together. So, because of his researching and the research that other authors have done, we consider that it is important to talk about this topic and design a proposal of activities.

Also, as the Spanish law LOMCE talk about nonverbal communication in Spanish and English language, this is a good reason to research and to propose a project because it is a topic that should have more importance that actually has.

As we said before, it is difficult to find studies that help us to know more about nonverbal communication and the majority of them treat the role of gestures in the teaching-learning process or in communication. That is why the project proposal in this paper is mainly based on the kinaesthetic dimension of nonverbal communication.

After the research and the development of this paper, we realised the importance that nonverbal communication has in the everyday communication and in the study of a foreign language. And, although there is no too much information, the things that we know now about communication open a way to research new ideas about nonverbal communication.

Also, thanks to the research we have done during the last five months, we managed to show the differences between verbal and nonverbal communication, its characteristics and the relation with culture, foreign language and the teaching-learning process. In addition, we designed a set of activities about nonverbal communication. The previous idea was to implement a nonverbal project in second year of Primary Education. Unfortunately, it was not possible to put in practice the project due to external causes but, anyways, here there is a valuable educational resource that can be used in any school program as a way to encourage students to develop and to know about the importance of nonverbal communication.

Of course, I wish we could use this project in an early future to check if it is a good tool to work with our students. In addition, from this proposal, we could design different and complex activities to implement it in higher years. It would allow introducing nonverbal elements in addition to gestures. In this way, we will have the possibility to change things that could not be work well. Zoric, Smith et al (2007) provide us a categorization of nonverbal communication which talks about subcategories such as olfatic, symbolism. This could be a good way to begin a new study inside the nonverbal world.

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APPENDICES

APPENDIX 1

Name:

III

What is my learning style? [See activities chart](#)

Tick **✓** all statements that you think are **true** about yourself as a learner. If you think the statement is **NOT** true about you, **leave the box blank**.

- I try to remember things by picturing them in my head.
- I can remember things best by listening rather than by reading.
- I usually start doing something before reading the instructions.
- I need a quiet place to get my work done well.
- I prefer to read a map rather than listen to someone giving me directions.
- I like listening to interesting stories.
- I enjoy drawing or writing.
- I learn the spelling of words best by saying the words to myself again and again.
- I learn the spelling of words best by looking at the words again and again.
- I like to talk about and listen to ideas when I work in a group.
- I gesture a lot when I explain things.
- I enjoy listening to stories on tape or on the radio.
- My exercise books and other written work tends to be untidy.
- I prefer it when people speak with a lot of expression.

Name:

[See Activities chart](#)



I see

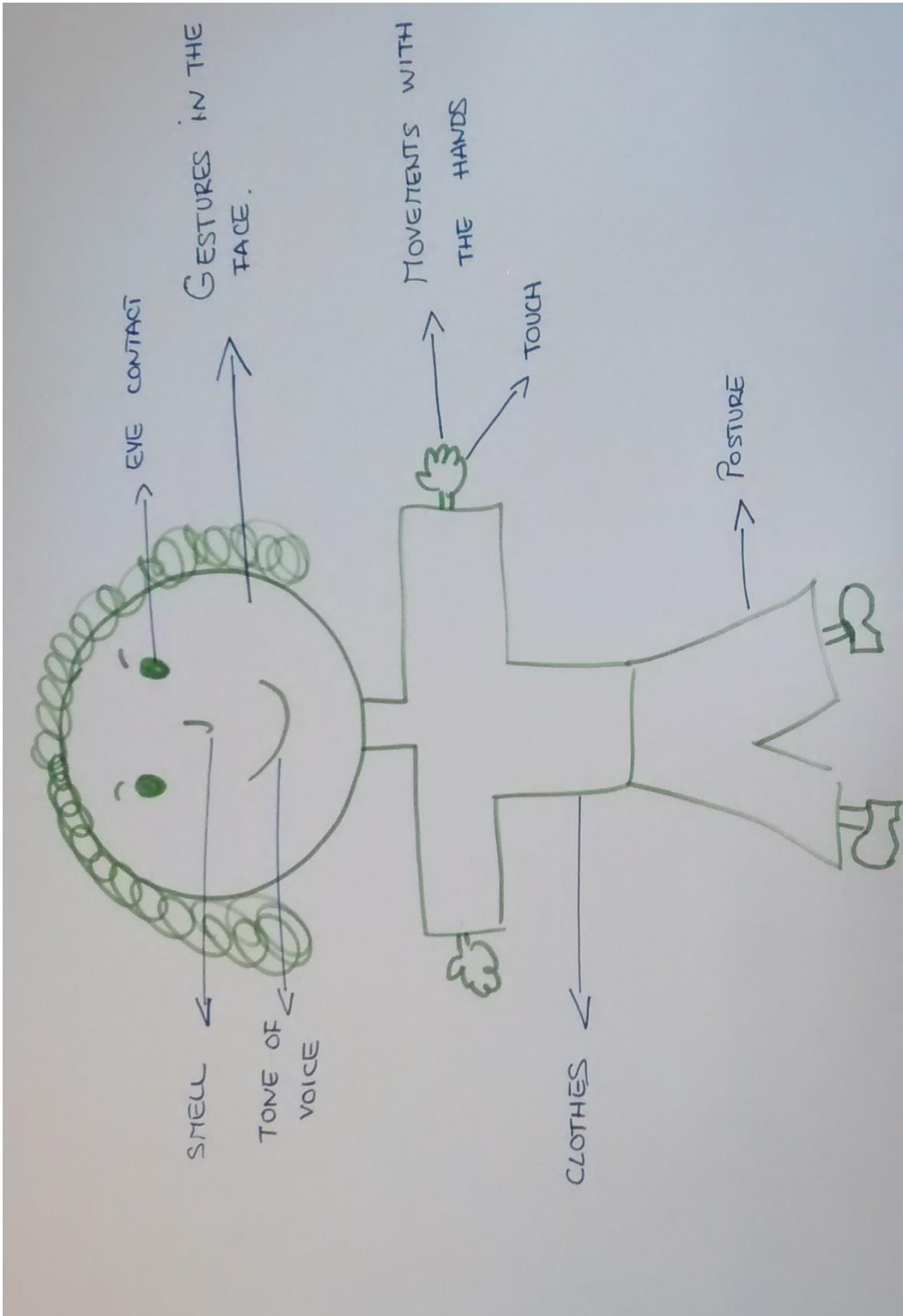


I think



I wonder

Nonverbal communication diagram. [See activities chart](#)



Example: At school [See activities chart](#)

(The teacher is in class waiting for the children because she has an awesome announcement. The whole class participated in a drawing competition held by the city council and they have obtained the first prize which is a trip to an amusement park).

-Teacher: `Hi guys! Good morning. Yesterday, I received an e-mail from the city council. Thanks to your hard work, you won the first prize of the competition “we draw for helping”. So, in June, we will go to Madrid to enjoy the amusement park.

NOTE: The teacher will be sitting back and doing nothing. Also, she will tell the announcement with no gestures and she will be sad, worried, scared...In addition, she could do face gestures to express the opposite that she should transmit in this news.

[See activities chart](#)

STUDENT A		STUDENT B	
Would you like to come to the cinema tomorrow night?			It seems right.
	Mmm, so so	Would you like to come to eat to my house tomorrow?	
Would you like to go to the theater with me this weekend?			Maybe. I don't know if I will have time.
	Sounds good!	Would you like to come with me to the amusement park tomorrow evening?	
Would you like to come to the swimming pool?			Absolutely
	I am sorry but I can't go.	Would you like to come to the theatre tomorrow morning?	
Would you like to come to my birthday party next Friday?			OMG. Of course. I am really excited.

Evaluation activity [See activities chart](#)

1. Choose the correct answer about the two types of communication that we are studying.

Communication without words is called

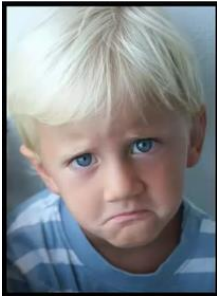
- a. Silent speaking
- b. Verbal communication
- c. Nonverbal communication

Communication with word is called

- a. Silent speaking
- b. Verbal communication
- c. Nonverbal communication

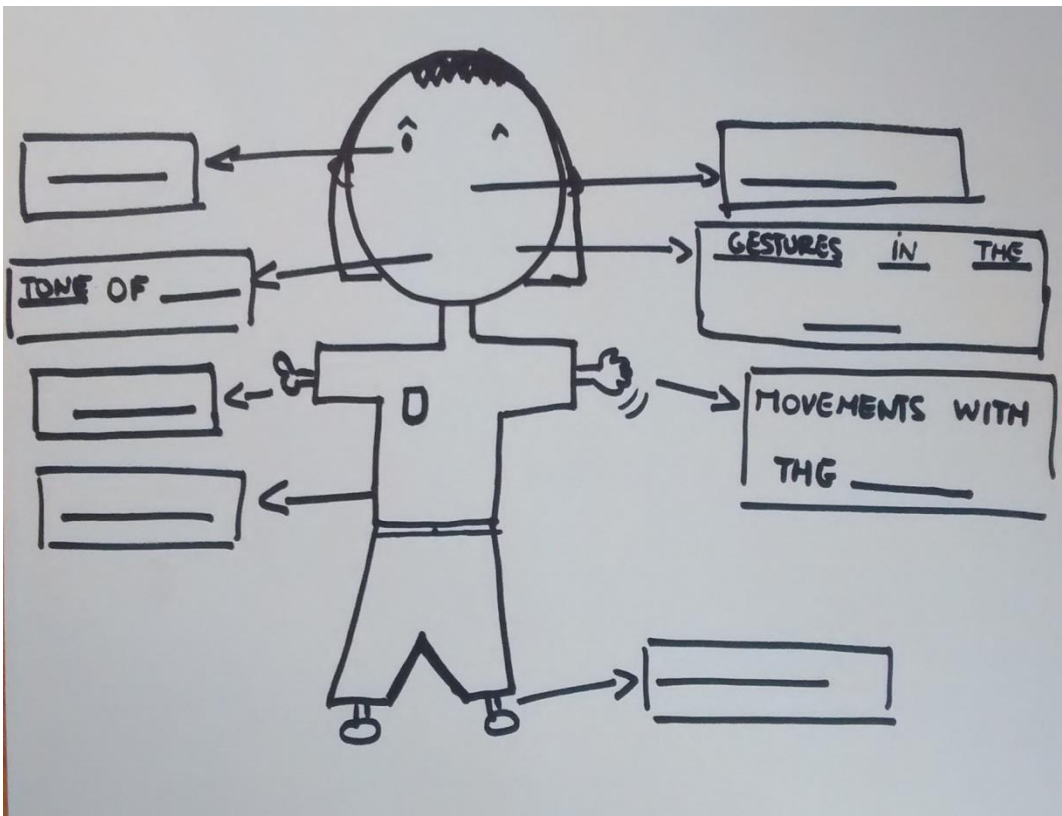
2. How are these children feeling?







3. Name the parts that we can use to communicate nonverbally. Draw the missing parts.





4. Listening. You will hear the teacher talking using four different tone of voice.

Can you recognize the tone of voice? How is the teacher in each situation?



- 1.
- 2.
- 3.
- 4.

APPENDIX 2

– To assess our practice as teachers

Teaching skills			Comments
Suitability of the objectives			
Suitability of the content			
Sequencing of activities			
Timing			
Methodology			
Groupings of students			
Materials used			
Individualized attention			

– To assess the process

Activities evaluation			Comments
The time for carrying out the activities			
The rank of difficulty			
The areas destined for each activity			
Resources			