UNIVERSIDAD ALBERTO HURTADO

Faculty of Education

English Pedagogy

Finding strategies to use nonverbal language and improve listening skills in a 2nd grade at Colegio San Alberto Hurtado.

This research was done to obtain the university degree as an English teacher.

by

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Finally I want to give my deepest appreciation to my tutor teacher; her pieces of advice in this investigation helped me to understand myself and my research. She unconsciously taught me to be in love with this research. She also taught me to always give the best of me.

To all these remarkable and genuine people I dedicate this work and my heart, for becoming part of my life and make me be a better person. Thanks.

In memory of José Callado.

Agradecimientos

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A toda esta gente genuina que ha dejado una huella indeleble en mí, dedico este trabajo y mi corazón, por llegar a ser parte de mi vida y hacerme mejor persona.

Gracias.

Abstract

The purpose of this research is to find strategies using non-verbal language to improve the listening skills in a second grade. This work is carried out at Colegio San Alberto Hurtado. My objective of this investigation is to prove that non-verbal language is an important and useful tool for children to understand oral English. Moreover, it is useful for teacher to use this resource especially working with children.

During this investigation you will find strategies and methodology that involves body movements, gestures, and other non-verbal information. Besides, you will find the different stages to discover how this way of teaching helps students to improve their listening comprehension. Moreover, you will have the opportunity to see how the literature review and different authors support this idea of using non-verbal language.

The most important feature of this research is to help my students and make them realize about the abilities and capabilities to understand the oral English without getting frustrated, and using mainly their bodies as their immediate resource of their learning process.

Keywords: strategy- non-verbal communication- listening skill- vocabulary

Resumen

El propósito de esta investigación es poder encontrar estrategias utilizando lenguaje no verbal para mejorar la habilidad de comprensión auditiva en los estudiantes que cursan segundo básico. Ésta investigación se lleva a cabo en el Colegio San Alberto Hurtado. El objetivo principal de este trabajo es probar que el lenguaje no verbal es una herramienta útil e importante para los niños en la comprensión oral del inglés. Más aún, es una herramienta igual de útil para profesores que trabajan especialmente con niños.

Durante esta investigación, tendrás la oportunidad de poder ver estrategias y metodologías que involucran el movimiento corporal, gestos y otros recursos de información no verbal. Además, encontrarás las diferentes etapas que llevaron a descubrir cómo esta manera de enseñar ayuda a los estudiantes a mejorar su comprensión auditiva en el idioma.

La característica más importante de este trabajo es ayudar a los estudiantes de segundo básico a mejorar su comprensión auditiva utilizando sus cuerpos como recurso inmediato y como estrategia de aprendizaje. Lo más importante es hacerles dar cuenta de sus capacidades y habilidad a la hora de entender un idioma haciéndoles partícipes de su propio proceso de aprendizaje.

Palabras claves: estrategia- lenguaje no verbal- comprensión auditiva- vocabulario

Introduction

"The more faithfully you listen to the voices within you, the better you will hear what is sounding outside."

Dag Hammarskjold (1905-1961)

In the document you are about to read, you will find a clear description of Colegio San Alberto Hurtado, where it is placed and how the environment and the educational system of this institution are. Likewise, you will be able to read and understand the issue I will cover in the 2ndC class and the learning development of these children.

In addition, you will be able to see the motivation about tackling the issue that concerns me the most, the goals I want to reach doing this research and the main contributions of this project to the school, children's listening skill development and my professional development as well. Moreover, you will be able to find the different strategies and methodologies to be used in order to carry out my investigation.

Finally, following this researching process, you will see the results data collection has shown as the evidence of this investigation. Action plan will be the next step in this process. Lastly you will be able to see and read the conclusions of this study and how I figure out this problem related to the listening comprehension.

Context and Participants

The school where I am working in is named Colegio San Alberto Hurtado, from now on I will refer to it as CSAH. This educational institution belongs to Fundación Belén Educa, which is also Catholic, and it is located in Pudahuel, Santiago. CSAH is a private subsidized school. In addition, this school has an integration program which includes students with different skills and needs. Currently, 211 students from the school are part of the integration program (PIE). These students are included in the same classes and they receive the same education as the rest. However, some of the students with special needs have been excused from English assessment from other subjects. It is a big school, from pre-K to 12th grade. When students are promoted to 11thgrade, they have the possibility to choose a specialization. It can be Telecommunications or Gastronomy. Most of students are from deprived environments, and their place to stay and be safe is this school. That is why CSAH has a long school day and different workshops for students to wait for their parents or any relative in charge.

In the classrooms there are audio systems and projectors that facilitate teaching. Classrooms have a traditional sitting arrangement, three rows with 10 to 13 students each and in front of the whiteboard. In terms of discipline, CSAH work with normalization. The aim of normalization is to get students quiet and in silence during lessons. In general aspects, the English subject has 5 pedagogical hours per week, this is only up to 6th grade From 7th grade upwards the children have 4 pedagogical hours. According to the Common European Framework (CEFR), the English proficiency level is A2.

Talking about the lessons, I designed my own material and lesson plans during the first term. Lately, this system has been changing; English teachers from this school are being trained in a completely new way to teach based on a textbook, which is called Join Us 2 [1]and activities. The idea of this new way of teaching is to follow the natural development of learning. In other words, the young learners teaching method is focused only on developing listening and speaking skills.

[1] Gerngross. G,.& Puchta. H. Cambridge University Press.

Problem

In this following section, I will refer to what is concerning me in this school. I am working with 2nd C. In this class there are 41 mixed students. In terms of discipline, students are not difficult to manage, although they are talkative and restless. Despite this behavior these children are willing to participate in the activities and also are not embarrassed to try to speak in the target language.

In order to get the classroom to be silent I start to countdown from 10 to 1, children know they need to go to their seats and be silent to start the class. We begin the lesson applying the rules previously taught. After that, students do the routine by themselves. Classmates hold up reminders to help them when they forget a question of this warming up activity. Once they finish the routine, I start to teach the corresponding content.

The area which presents more difficulty is the way I give the instructions and explain the new vocabulary bank to the children. It is hard for me to teach the new abstract vocabulary without translating specific words, especially when I have to do listening activities. This problem leads me to this question: How can I find the appropriate strategies to use non-verbal language to teach new vocabulary in my 2nd C and improve the listening skills in English?

Rationale

One of the main reasons for doing this action research is to discover the most important factors and find a solution to the obstacles that are interfering with the reception of the oral message in my students. The idea to tackle with this issue is to improve the communication and learning development of my children and me. In addition, finding certain strategies will contribute helping students in the future to understand their teachers' speech in the EFL classroom without translating word by word.

It is important for my investigation and for my students to search for different strategies and methods. This research will also help students to feel confident about their speaking production. Moreover, this research will give my students the opportunity to understand oral English 100% of the lesson. Finally, one of the goals is to prove that students can be made aware that they are able to understand English

Literature Review

In this following section I will describe and contextualize the main concepts that are directly related to my investigation in the 2nd grade, the particular context and environment I am working with. The contents of this research have been chosen considering aspects at CSAH, such as: students' use of the language, background and special needs some students may have, especially the children from the integration program.

The reason of this section is to support the main concepts related to my problem and apply them in my specific context. Through these key concepts and the review of literature I will try to discover the accurate strategies and methodologies in order to help my students to orally understand words which are not concrete. In other words, abstract vocabulary. Moreover, the literature selected will help me to design lessons and materials that will be beneficial to improve the listening skill in my children.

Key words:

Strategy: by strategy I mean to have the tools to enhance children's learning. In current meaning strategy is a detailed plan for achieving success in situations such as, wars, politics, business or teaching. I consider this concept as an important part of this AR because this will help me to organize my work and improve children's listening skills.

Improve: by improve I mean that students should be able to get a better understanding about what the teacher says without being aware of their own learning process.

Vocabulary: I mean the specific words that are difficult to understand, because they are not concrete enough for the children. For them this vocabulary is not tangible, so they cannot experience these words with their five senses.

Listening skill: I mean one of the four skills of language learning. Listening is also a conscious process of the auditory stimuli which is perceived through hearing.

Non-verbal communication: I mean the different ways to give a message and receive it which are not oral, especially using the kinesics means, mimicry drills and pattern practices. The latter is considered as the core of my investigation. Non-verbal communication is a strategy which is undercover while teaching. It is important to consider this kind of communication as a useful path to teach listening. We do not learn and understand English or any foreign language only by reading or writing. We also learn the language by touch, taste and the sense of smell. There are several means of communication, both paralinguistic and non-linguistic. They commonly, but not necessarily, operate together, but have varied functions in language.[2] Likewise, Brown highlights his theory about the *sensory input* the importance of our nonverbal language, because children will indeed attend very sensitively to our gestures, facial features and body language.[3]

Following the description of the concepts, listening skill is one of the most forgotten skills to be taught in lessons. Due to its complexity to teach and the lack of concrete material to assess this skill, the importance of listening can hardly be overestimated.

[2] Noguera,. & Salinas (1990). Helping learners to develop reading and listening skills. (p.24) Ministerio de Educación. Programa MECE-MEDIA

[3] Brown, D. (2007) Teaching by principles: an interactive approach to language teching. (pag 103). Pearson Education. Inc

Listening comprehension is all about the reception of the message; children internalize the linguistic information without producing the language.

I do agree when Brown says: "similarly, the natural approach recommended a "silent period" during which learners were allowed to security of listening without being forced to go through the anxiety of speaking before they were ready to do so". [4]

Taking this into consideration, I also make the relation of this concept to our natural approach to learn our mother tongue. As infants in our early stages of learning and decoding our language, we start to listen to our close family. Finally when we are prepared to vocalize and express ourselves we start speaking with the integrated structures of this skill.

Last, it is important to mention the global objectives established by the Ministry of Education in the National Curriculum. The relevance of these objectives is connected to the context my children are involved in. The main basis related to listening comprehension is mainly to give meaning to the sounds in order to identify and comprehend information orally expressed.

Moreover, this information should be related to their own reality. The English National Program also establishes listening comprehension as a vital component to learn a new language; through this, children receive the comprehensible input which is necessary to

[4] Brown, D. (2007) Teaching by principles: an interactive approach to language teching. pag 300. Pearson Education. Inc

develop an active interaction in the classroom. In this process, previous knowledge about the context and situation is relevant to understand what is listened.[5]

For the second grade, the National Curriculum Proposal declares children should understand oral texts related to topics such as: wild animals, parts or the house, shapes, food and so on. Those topics must include functions of the language we know as: giving and responding to instructions, expressing emotions and abilities, describing actions and places.[6] According to this proposal and my investigation, I need to focus only on the receptive skills that are linked with the functions of language previously mentioned. This will help me to design activities and find strategies related to the skill I want to work in favor of developing the listening skill in my children.

[5] Curriulum en línea (2015) –Bases Curriculares- Ejes –Inglés- http://www.curriculumenlineamineduc.cl/605/articles-21319_programa.pdf

[6] Curriulum en línea (2015) – Inglés – Segundo Básico - http://www.curriculumenlineamineduc.cl/605/w3-article-20894.html

Research Methodology

The first step to start this investigation is observation. It took me around two weeks to finally find the proper scope of this research. This was a significant process for this investigation because it helped me to understand my limitations as a teacher. Hence, it was important because I discovered my students' low reception of oral information, in specific working with new vocabulary among other aspects. Being more specific, my children from 2nd grade get confused when they listen to a new and non-concrete vocabulary. This is why my research question has non-verbal language as the core element of this project.

Secondly, selecting the proper literature helped the investigation by supporting the key concepts through different authors and theories. For this project it is important for the review of literature in order to collect and organize the evidence from children. Data collection will help me to see and detect my students' needs that I have to keep working on. Therefore, data collection will allow me to design the proper material and assessments with the purpose of improving my students' listening comprehension skill. Taking this into account, it will lead me to design an accurate action plan in order to get the expected outcomes from my children.

In third place, in order to get more information about the lack of understanding about some vocabulary, I consider necessary to carry out a survey that deals with the focus of my project, so that I can find words that are difficult for children to understand when I speak or I play an audio recording. Also, I need to pay attention to giving timely instructions before they do any activity in the classroom. As they are children, instructions should be simple

and clear. The reception of vocabulary is difficult to see, I will need a video recording while teaching a lesson. This means I will need to ask for formal consent of the school to undertake my investigation.

For me, it is important that participants and CSAH authorities know about the purpose, the procedures, and possible effects of the research so they can give their informed consent. This informed consent means assuring my participants about rights, specifically: their identities will not be revealed, their participation is voluntary, and they can withdraw from the research. In other words, the participants can feel free to decide at any time that they no longer wish to be involved; again, there should be no fear of repercussions.[7] To know more and have a clear notion of this consent, see the appendix.

As this project is focused on improving listening skills I find useful to apply certain short activities to achieve this. Activities such as ticking off, obeying instructions, matching or numbering items and true or false questions[8] will be helpful to collect concrete evidence meanwhile learners are asked to react to listening by giving a short response.

Furthermore, adding the use of TPR activities will give me some intangible evidence of children reactions during the activities. Children, in learning a language, appear to do a lot with listening before they speak and their listening process is accompanied by physical responses: reaching, grabbing, moving, looking, pointing and so forth.[9] The main idea is to

[7] Burns, Anne. (2010). Doing Action Research in English Language Teaching, A Guide for Practitioners (p.35)
[8] Noguera,. & Salinas (1990). Helping learners to develop reading and listening skills. (p.25) Ministerio de Educación. Programa MECE-MEDIA
[9] Brown, D. (2007) Teaching by principles: an interactive approach to language teching. (pag 30). Pearson Education. Inc

try different activities that are subject to alterations and modifications as a result of my observations and experience in 2nd C at CSAH.

Finally, it is important to highlight that working as the subject teacher in CSAH, I need to follow the protocols of the institution while teaching. Therefore is why I need to apply tests that will evaluate students' final results at the end of a unit. After the collection of the data I will be able to find the strategies to improve the feeble skill of my children.

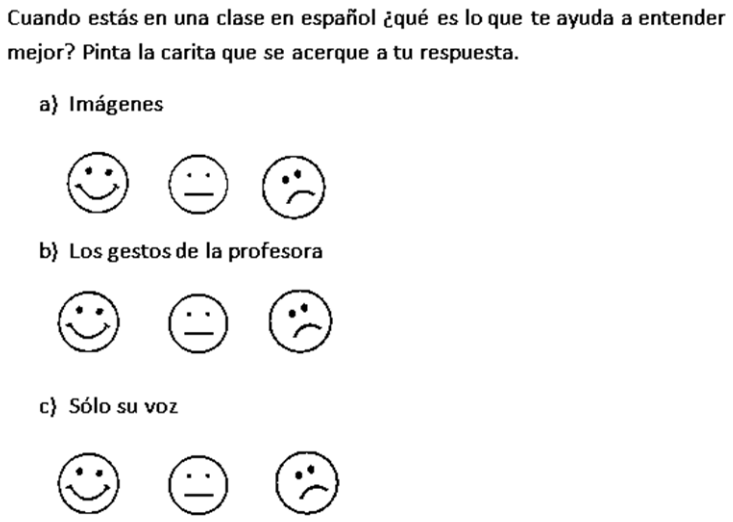
Data Collection

Data Collection Instruments

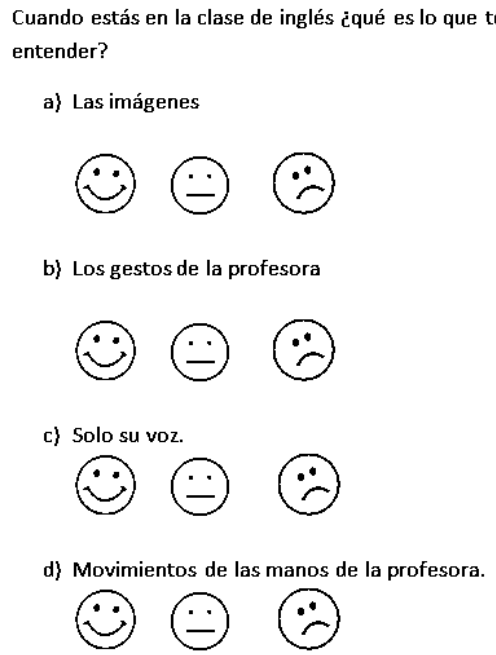
Instrument 1: Likert scales.

Before I start the action plan, I decided to give a survey to my 2C students asking about what makes them best understand a lesson. On one hand, I asked them about a Spanish class, also I asked them to color the option that represents the degree to which they agree with the alternatives. On the other hand, I asked them the same question, but this time in relation with the English class. The only difference between the first and the second instrument is that in the second one there is one more alternative which is related to hand movements while teaching. The objective of these surveys was to make a comparison about students' strategies to understand oral Spanish and English. The samples are included below.

Sample 1:



Sample 2:



Instrument 2: Multiple choice Item

This time**,** I found important to ask them about basic classroom instructions. As I am working on the listening skills, I asked them about the meaning of pointing at your ear. Also, I showed them a picture that reflects the action. The reason I surveyed my students is to make a relate body movements with their influence on listening comprehension. In the words of Rost (2011) "listeners, take advantage of the linguistic and extra-linguistic information to arrive at an interpretation more quickly than they could using the spoken language alone."

In this survey participants are asked to mark just one option. See the sample next page.

Sample:

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti?

a) Leer

b) Escuchar

c) Escribir

d) Hablar

Instrument 3: Video-recording

For the research I decided to make a video recording of one of my lessons. The objective of using this instrument is to capture the essential part of the activity while teaching vocabulary about animals and expressing ability using can/can't as the structure to communicate this ability. This video shows a TPR activity. From minute 07:53 you can observe that the activity has started. The objective of this activity is to read a simple sentence and use the body to represent an animal and an action. The rest of the class, which is divided in three teams, one per row, needs to guess the animals and action. They must create a sentence according to the body movements shown. All of this vocabulary has been taught before the activity with the corresponding gestures and body movements. When students use their bodies in the learning process it can have a big effect. What is important is to match the words with a specific action; that leads to enhance learning. To have an access to this video, search the following address.

- https://youtu.be/rjBaCIHluYQ

Instrument 4: Listening comprehension test.

The purpose of using this instrument is to see if my students understood sentences related to the content previously worked. In this listening test I asked my pupils to circle the animals they hear and their specific adjectives or characteristics. Teacher repeats the sentences twice or three times, and gives a few seconds to circle the option at their own pace. Moreover, we can observe that each instruction is followed by a symbol which represents what they need to do. This non-verbal information is thought to avoid misunderstandings of the instructions as well as to have a resource in case children do not pay attention or forget what they need to do when the teacher is explaining. In addition I use these symbols to reinforce classrooms instructions. See the sample and the script below.

Sample:

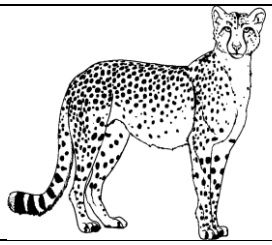
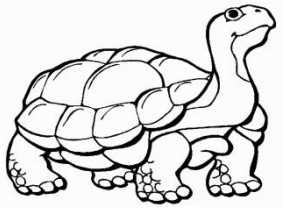
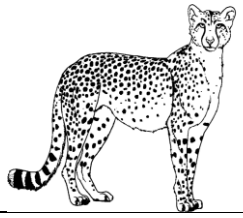
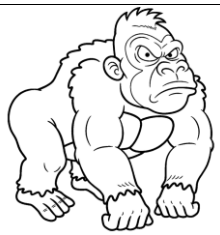
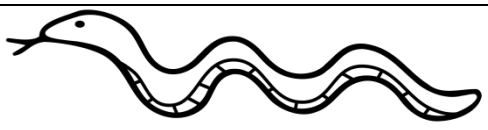
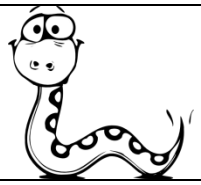
Listening test.

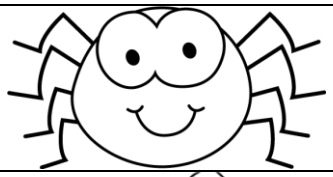
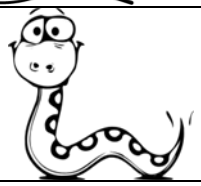
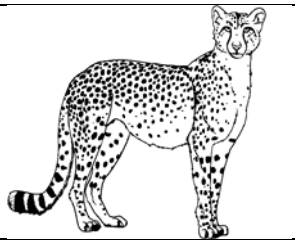
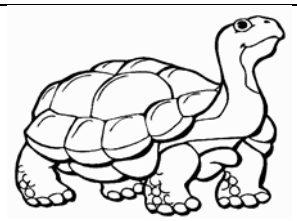
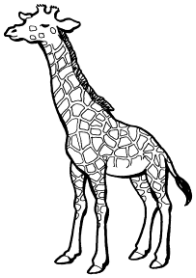
Animals and adjectives.

My name is: …… Date: ……

My class: 2nd

Listen to the teacher and circle .

1. 	
2. 	
3. 	
4. 	

5. 	
6. 	
7. 	
8. 	
9. 	
10. 	

Listening Test Script.

1. The cheetah is big.
2. This animal is slow.
3. The gorilla is big.
4. The snake is short.
5. There’s a small spider on my wall.
6. The anaconda snake is very long.
7. This animal is very thin.
8. This animal is not slow. This animal is fast.
9. This animal is fat.
10. This animal is not big. This animal is small.

Data Analysis

Instrument 1: Likert scales

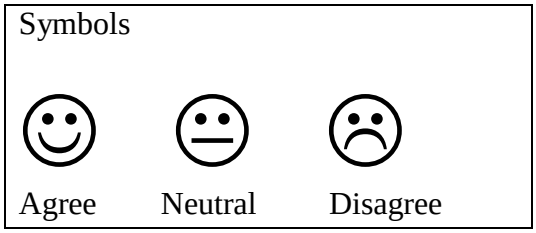


Figure 1

Cuando estás en una clase en español ¿qué es lo que te ayuda a entender mejor? Pinta la carita que se acerque a tu respuesta.

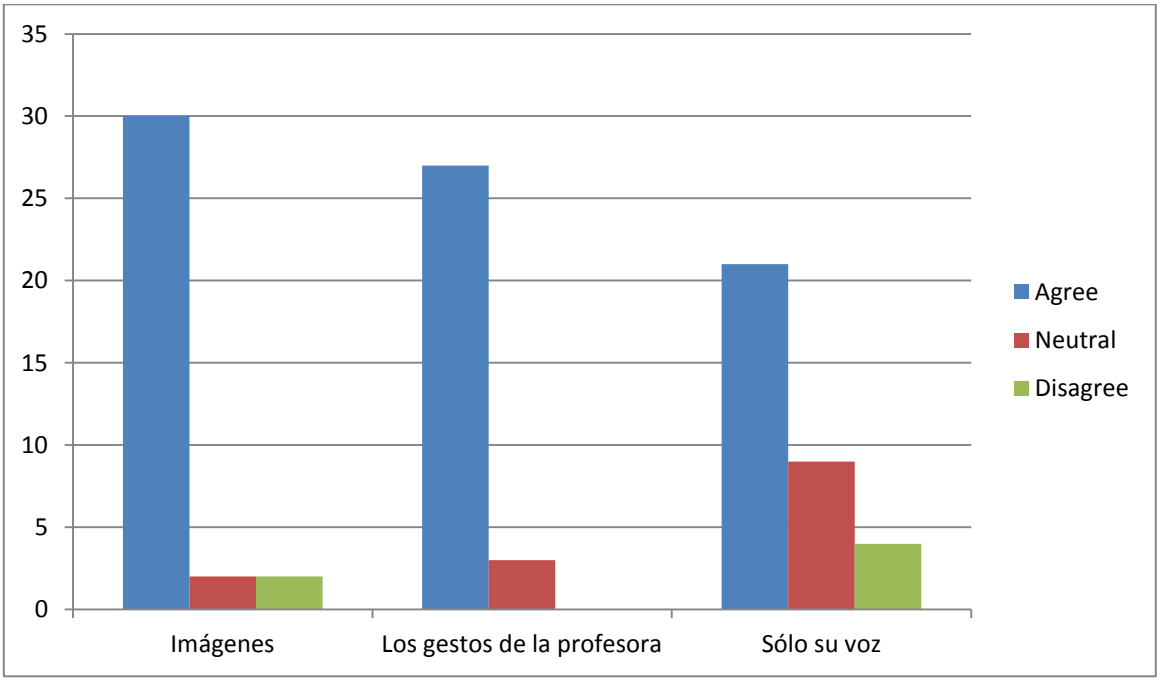
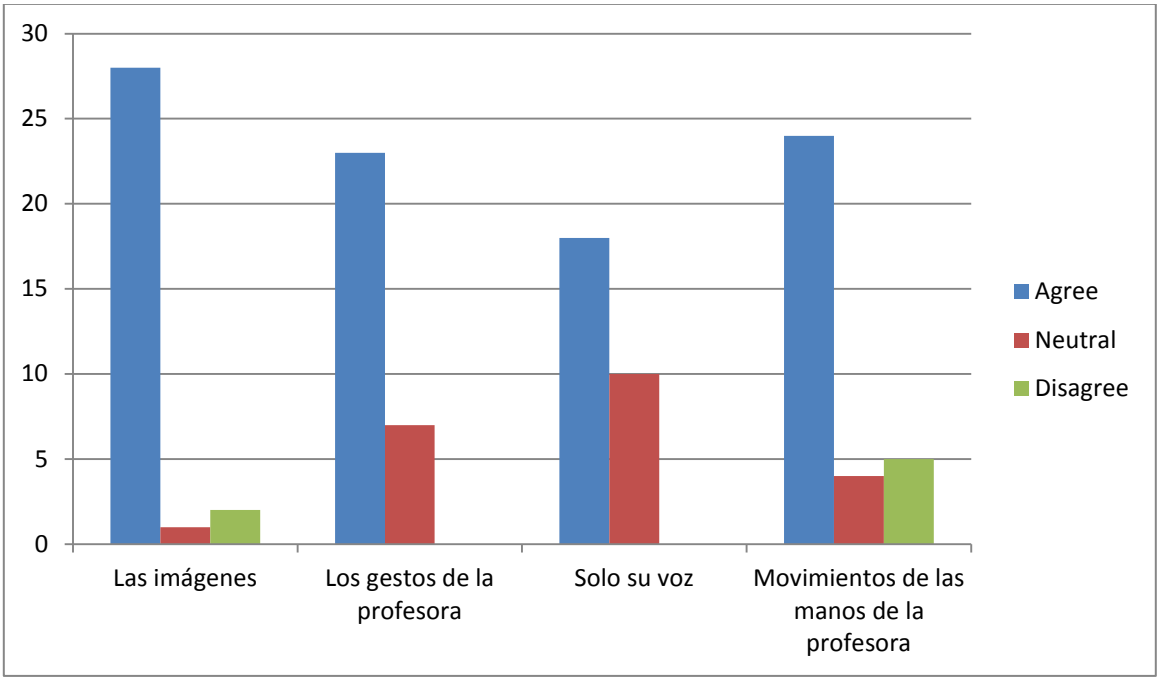


Figure 1 represents the strategies students use unconsciously to best understand during a Spanish lesson. We can clearly see that images in this case are more useful than only the teacher's voice. Moreover, teacher's gestures are also a support at the moment of comprehend what the teacher is saying. In addition figure 1 shows that, despite the mother tongue, students and specially children take advantages of non-verbal information. None of the students surveyed disagree on this point.

Figure 2

Cuando estás en una clase de inglés ¿qué es lo que te ayuda más entender?



If we compare the Spanish and the English lesson, the results show that children have a huge necessity of a reference which is not verbal. The teacher's voice is the least important one in an English class. Figure 2 shows that as a teacher I need to move constantly, being active in a lesson helps students to focus on the content, vocabulary, activities, instructions and so on. Finally, images, teacher's gestures and body movements are extra information that children decode in order to understand the message.

Instrument 2: Multiple choice item

Figure 3

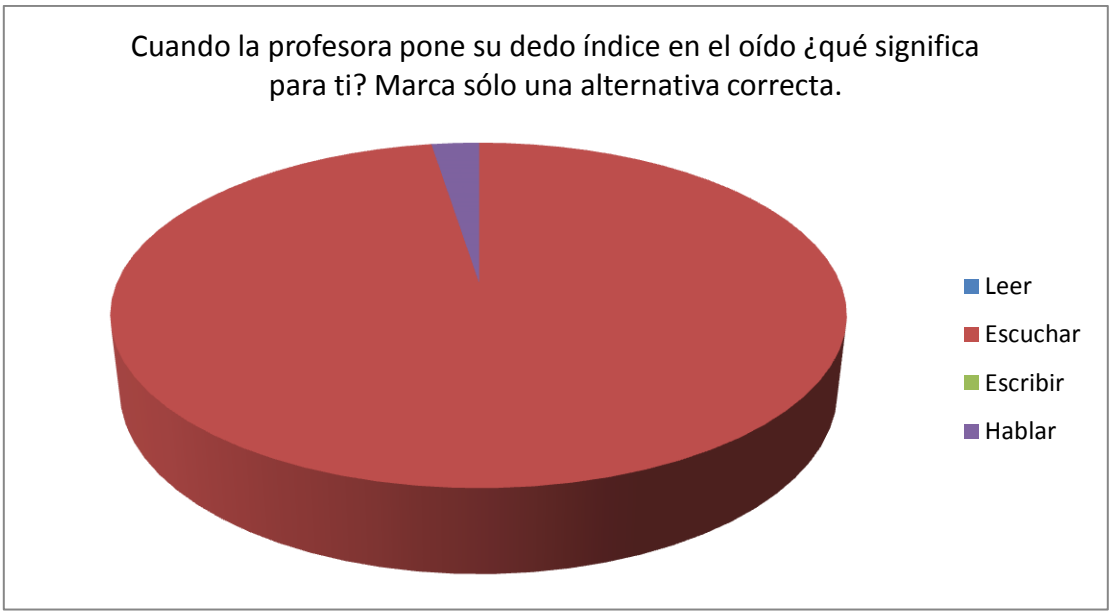


Figure 3 indicates that 98% out of the total of students surveyed agreed on the specific sign of pointing a finger at an ear. The majority of students understand that this sign means to listen. This sign is part of the social convention we learn during our development. It becomes to be part of a way to communicate a message. Maxell (2004) says that: "words are arbitrary representation of meaning, whereas in gesture, the action and its meaning have direct and natural correlations".

Instrument 3: Video-recording

Half way through my research I decided to make a video-recording of one of my lessons for more evidence. The first minutes show a review activity. The content is animals and abilities using the structure can/can't. Before we started this warm up activity I explained the instructions. All the vocabulary related to animals had been taught before. I showed children animal flashcards, when they identified the animal they have to make the movement that represents this animal.

From minute 0:26 upwards you can see that each animal showed has different body movement. For instance, children imitate an elephant trunk and its sound. When children see the tiger flashcard they roar all together or at the moment they see the kangaroo flashcards all of them start to jump like this animal. Watching this video I realized that children got more confident about their participation during the activity. Motivation, in this case, is one of the most important factors in children's attention period. In other respects, we can see especially from minute 04:00 that body movements have been incorporated. I tried to incorporate all the body movements as I can while teaching.

To continue with the description of this video, I prepared a short listening activity after the first one already described. This time, students have to listen to the vocabulary and immediately show their gestures or body movements that represent the animal. This is another short review using bodily-kinesthetic intelligence (Gardner, 1985). These two activities mentioned are the warming up for the next one.

Finally, we can observe main activity as a contest; this is to make sure that all students participate and pay attention so that they can boost their teams. The activity began with the

instructions in minute 07:36; I explained the instructions to children once. At this point of the lesson I particularly consider that I should have explained the instructions more than once, especially when they are learning English. I needed to check their comprehension of this activity.

For the contest I chose three children, one per team (row) they had to read a sentence silently and produce the action only. For instance: The parrot can fly. What the first child does is to move his arms up and down and walk around the classroom. We can observe that one of his team mates says "parrot". I asked that student: what can the parrot do? Then, this student answer: "The parrot can fly" and the team get a point. Having this piece of information I can say that students understand a message without words and also they can create sentences. This is because in this activity children match the movements with the vocabulary taught during the previous lessons.

Instrument 4: Listening test

The goal of having this instrument as part of the evidence is to assess students' comprehension. In CSAH every unit needs to finish with a test, students need to be graded so I design this listening test, in order to check their comprehension. This test consists in 10 sentences, 10 point each. The percentage scale is 60%.

All the exercises have two options in which students have to circle the correct one according to what they hear. I read the sentences out loud twice or three times. The majority of my children got the maximum score, and only 5 of them of less than the minimum. This short test took 20 min.

In my opinion, I believe that this test was a success for my children and me. Children felt satisfied with the results. Moreover, the results showed me that non-verbal language is relevant and became part of the lessons. It is important to mention that when students find some vocabulary difficult they have the initiative to create their own body movements and gestures. This enriching experience confirms that children find useful to use their bodies and it is meaningful for them to realize they understand English.

Conclusions

To begin with this part of this investigation, it is necessary to mention that this process has helped me to understand children needs at the moment of learning a language. In the early stages of this research it was difficult to detect the problem. It took me a long time to finally notice that children beg teachers to move around the classroom.

During this research I investigated different ways that help children to best understand the oral English. I need to mention again, that this skill is the most forgotten one in the classroom. However, it is one of the most important in the early stages of learning a language. In order to reach my main objective, I had to implement all the resources I had in the classroom and put them all together in the lessons. Sometimes we teachers, forget about the stimuli children are exposed to. It is hard to compete with all the visual and technology resources in our world. It is also laborious for teachers to teach a lesson that incites students' will to learn especially working with children. Nonetheless, it is not impossible, all we need to do is to put into practice our creativity and find our strategies that best fit our objectives for our lessons and students.

Investigating the non-verbal communication, language and information has helped me to give children the possibility to be part of the lessons. It was meaningful for them to realize that they can understand what I say while teaching. Moreover, it is more important and worthy for children to realize they are able to interpret a message without understanding all the words but decoding the extra information. As they are children, we cannot force them to speak; Krashen explains in the Natural Approach that students will

find the appropriate opportunity to communicate with the target language. Meanwhile, we need to focus on this receptive skill.

To conclude, I must say that my objective for this project has been reached. I could notice that students felt happy and confident during the activities. Also, it is highly important to mention that this method can be applied with special needs students. In my case, I had a Down syndrome student. This methodology helped her to become part of the lesson when she realized she could understand some words or activity's instructions, despite of her limited word bank.

Following this idea, I believe that in Chile sign language learning must be part of the standard national curriculum. It is essential to communicate with every kind of person. I find unfair that deaf people do not have the possibility to give their messages when they need it, because our educational system is focused on hearing people. It is a shame that sing language is not being taught at schools, we as majority must include the minorities and not the other way around. It would help us to understand best our society, been more supportive people will help us to build and reinforce values. Indeed, be better human beings.

I strongly consider that action research must be compulsory for teachers. It is wonderful to investigate our practice and discover we can always make it better. However, this is a cyclical process that could give birth to further investigation.

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Appendix

Action Research Gantt chart

	August				September				October					November			
Weeks	1º	2º	3º	4º	1º	2º	3º	4º	1º	2º	3º	4º	5º	1º	2º	3º	4º
Observation	x	x															
Identification of the problem			X	x													
Research question				x													
Literature review					x	x	X										
Action plan								x	X	x	x	x					
Data collection													X	X			
Interpretations															x	X	
Conclusions																	x

Lesson plan Gantt chart

October	
October 13th Introduction new unit: Animals	October 14th Topic: Animals. Activity: listen and circle the animals.
October 15th Topic: Adjectives. Activity: read and listen to the adjectives.	October 16th Topic: Animals and adjectives. Activity: listen and match the animals and adjectives.
October 19th Topic: Animals and adjectives. whole class activity Listen to the description and identify the animals.	October 20th Topic: Animals and abilities. Structure: Can-can't Activity: listen and identify the animal and ability
October 21st Topic: Animals and abilities TPR activity.	October 22nd Topic: Animals and abilities. Activity: Animal contest. TPR activity

Sample consent form.



Research project informed consent.

Title of the project: Finding strategies to use nonverbal language and develop listening skill in a 2nd grade at Colegio San Alberto Hurtado.

Rocío Estrada Morales student from Universidad Alberto Hurtado (+569 66683123) is conducting research on the above topic.

The aims and purposes of this investigation are to find strategies in a 2nd grade using nonverbal language in order to improve listening skills. Explore the weaknesses and help children to understand in a simpler way the aural stimuli of different situations and activities in the classroom.

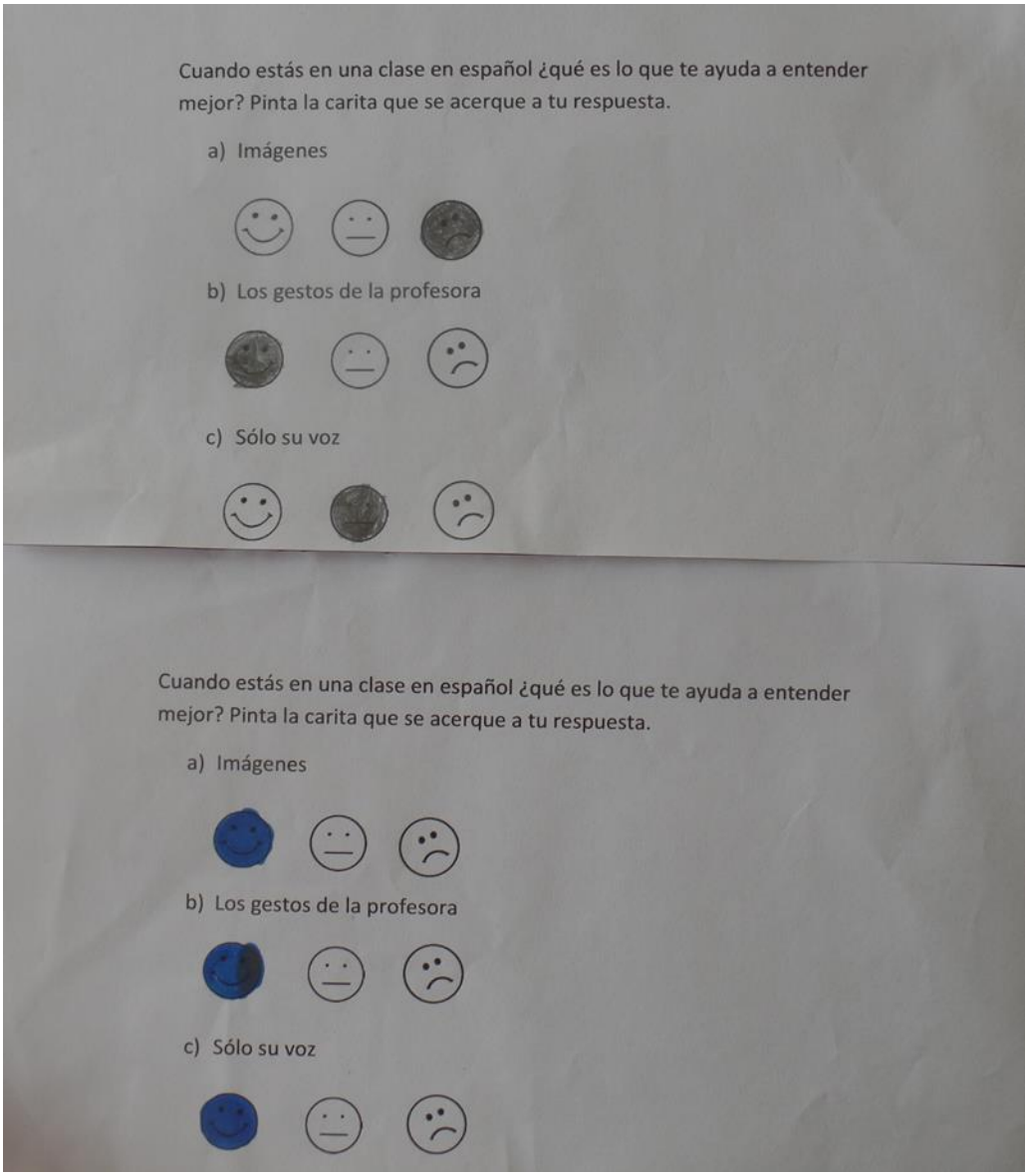
If students agree to participate in this study, they will be asked to do different activities and be part of the focus group. The focus group will be video-recorded and photographed in the classroom. These recordings and notes I take during the activities will be used as information for this project.

Students' participation in this project is voluntary and they can withdraw at any time. They do not have to give a reason for withdrawing from the research and there will be no negative consequences if they decide to stop their participation.

Finally, I will assure that every student's identity will not be revealed. I declare I am the only person who will have access to the data collected for the project.

Principal's sign: _____ Date: _____

a) Likert scales



Cuando estás en una clase en español ¿qué es lo que te ayuda a entender mejor? Pinta la carita que se acerque a tu respuesta.

a) Imágenes

b) Los gestos de la profesora

c) Sólo su voz

Cuando estás en una clase en español ¿qué es lo que te ayuda a entender mejor? Pinta la carita que se acerque a tu respuesta.

a) Imágenes

b) Los gestos de la profesora

c) Sólo su voz

Cuando estás en una clase en español ¿qué es lo que te ayuda a entender mejor? Pinta la carita que se acerque a tu respuesta.

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b) Los gestos de la profesora



c) Sólo su voz



Cuando estás en una clase en español ¿qué es lo que te ayuda a entender mejor? Pinta la carita que se acerque a tu respuesta.

a) Imágenes



b) Los gestos de la profesora



c) Sólo su voz



Cuando estás en una clase en español ¿qué es lo que te ayuda a entender mejor? Pinta la carita que se acerque a tu respuesta.

a) Imágenes



b) Los gestos de la profesora



c) Sólo su voz



Cuando estás en la clase de inglés ¿qué es lo que te ayuda más a entender?

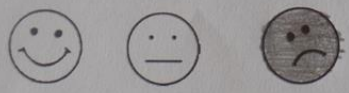
a) Las imágenes



b) Los gestos de la profesora



c) Solo su voz.



d) Movimientos de las manos de la profesora.



Cuando estás en la clase de inglés ¿qué es lo que te ayuda más a entender?

a) Las imágenes



b) Los gestos de la profesora



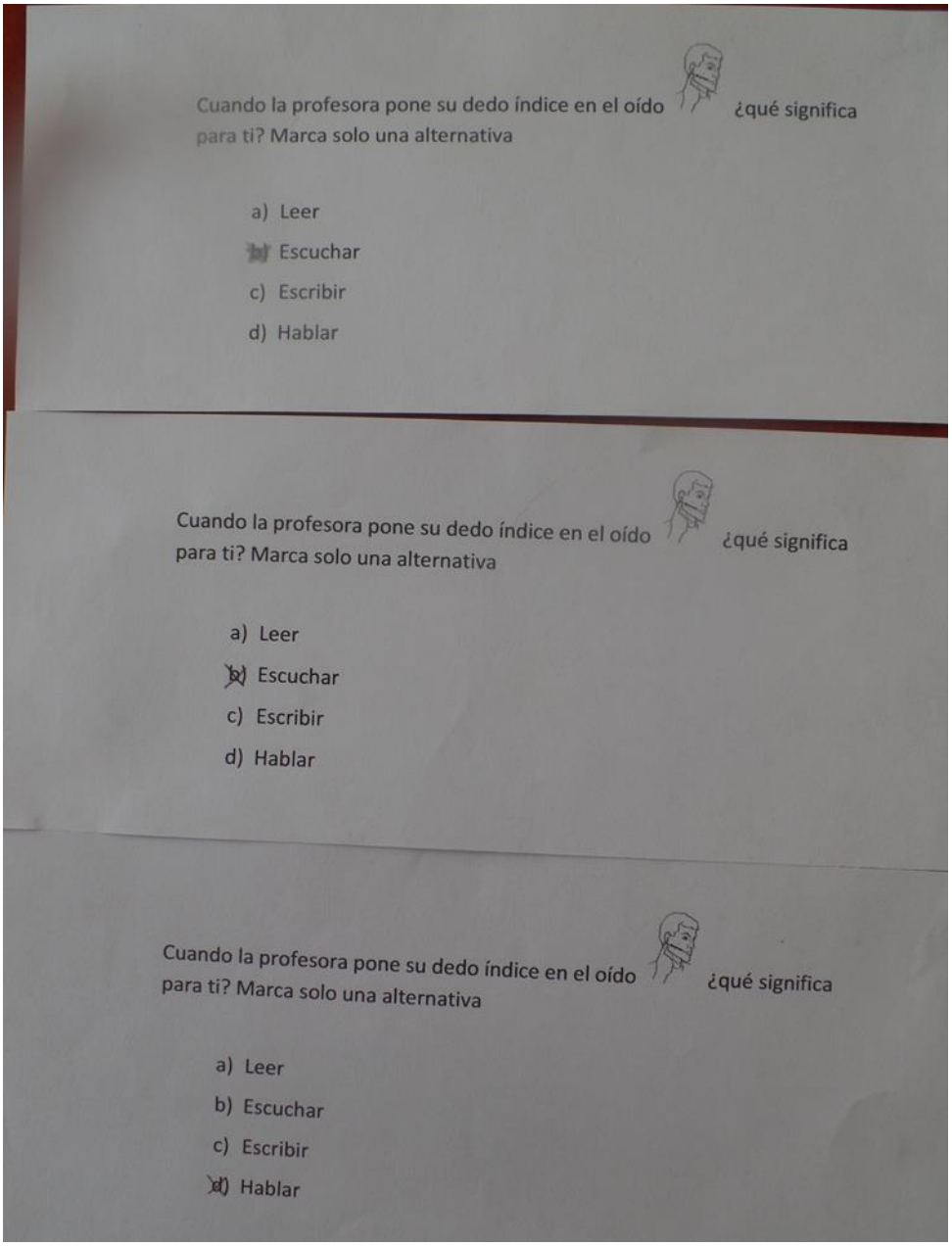
c) Solo su voz.



d) Movimientos de las manos de la profesora.



B) Multiple choice items.



Cuando la profesora pone su dedo índice en el oído ¿qué significa para ti? Marca solo una alternativa

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Cuando la profesora pone su dedo índice en el oído ¿qué significa para ti? Marca solo una alternativa

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Cuando la profesora pone su dedo índice en el oído ¿qué significa para ti? Marca solo una alternativa

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti? Marca solo una alternativa

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti?

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Paulina

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti?

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti?

a) Leer
b) Escuchar
c) Escribir
d) Hablar

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti? Marca solo una alternativa

a) Leer
b) Escuchar
c) Escribir
d) Hablar

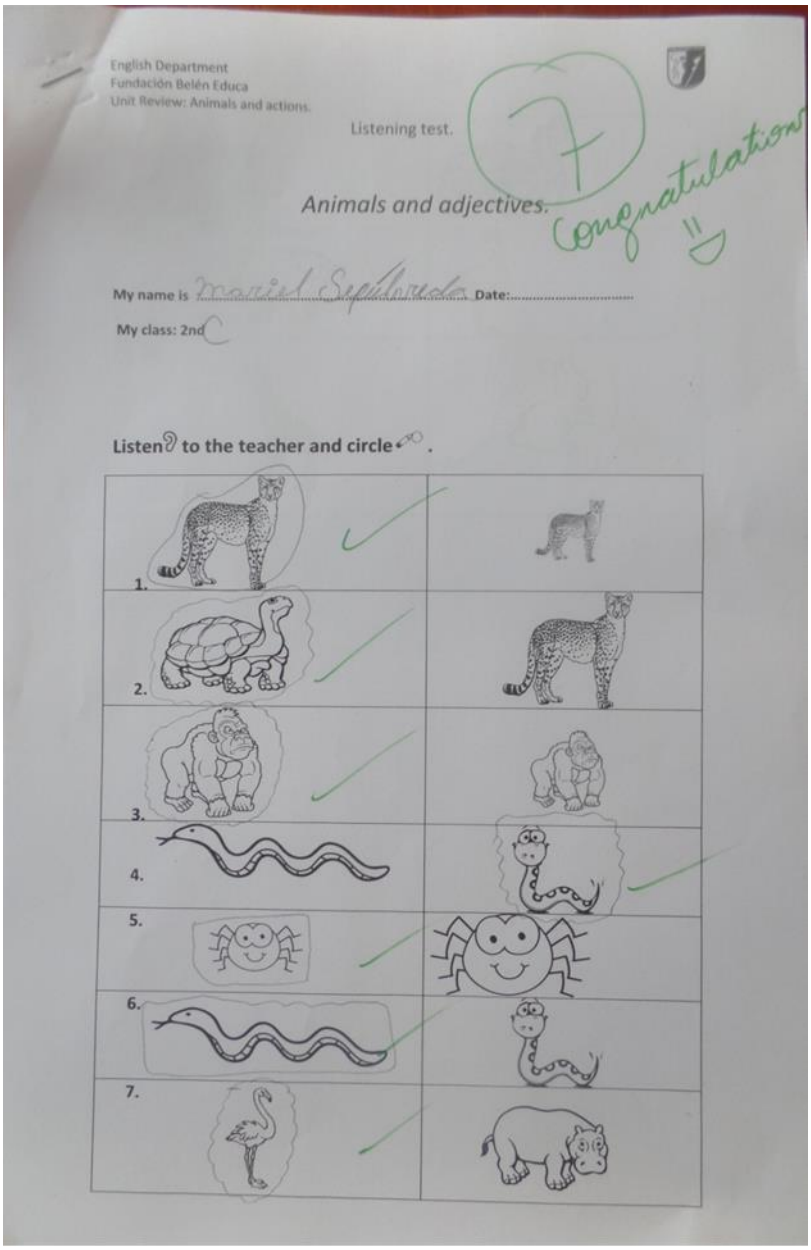


HELENA ARAYA 2°C

Cuando la profesora pone su dedo índice en el oído  ¿qué significa para ti?

a) Leer
b) Escuchar
c) Escribir
d) Hablar

c) Listening test



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Unit Review: Animals and actions.

Listening test.

7

Congratulations

Animals and adjectives.

My name is Maria Sepúlveda Date:.....

My class: 2nd C

Listen to the teacher and circle .

1.

2.

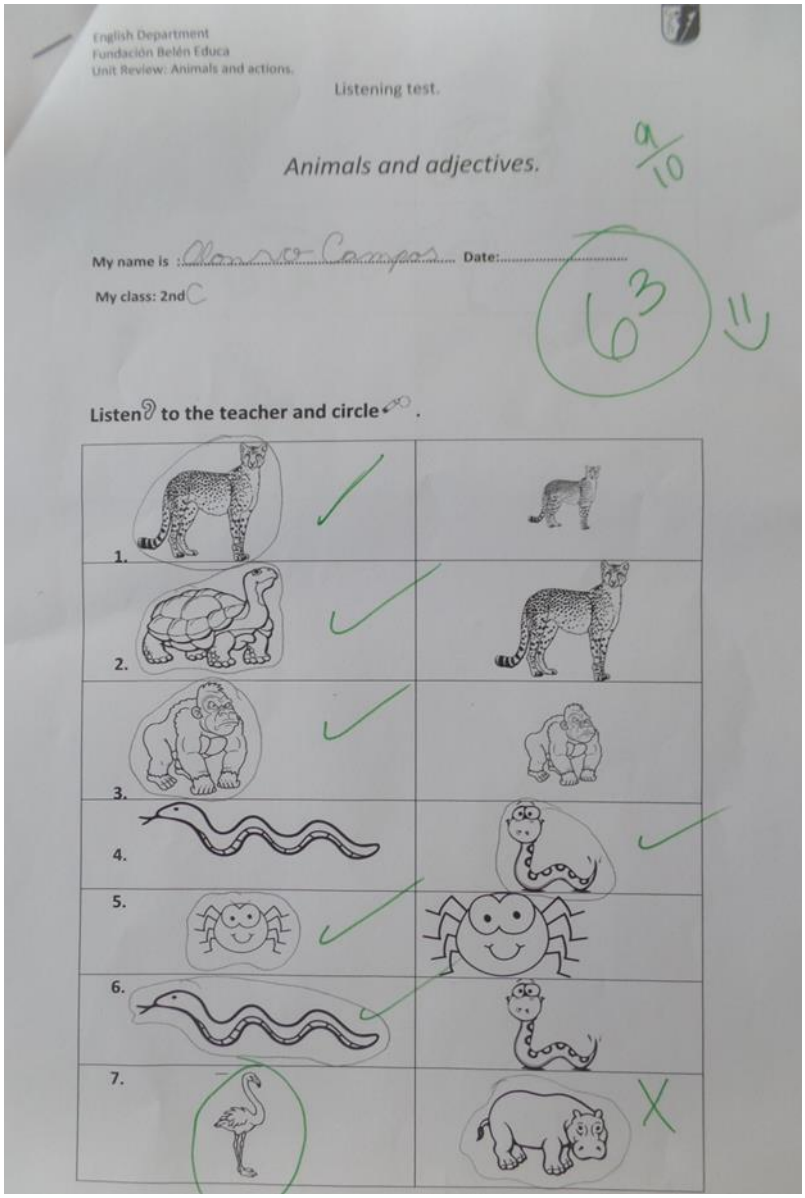
3.

4.

5.

6.

7.



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Animals and adjectives.

9/10

My name is : Alonso Campos Date:.....

My class: 2nd C

6 3

11

Listen to the teacher and circle .

1.

2.

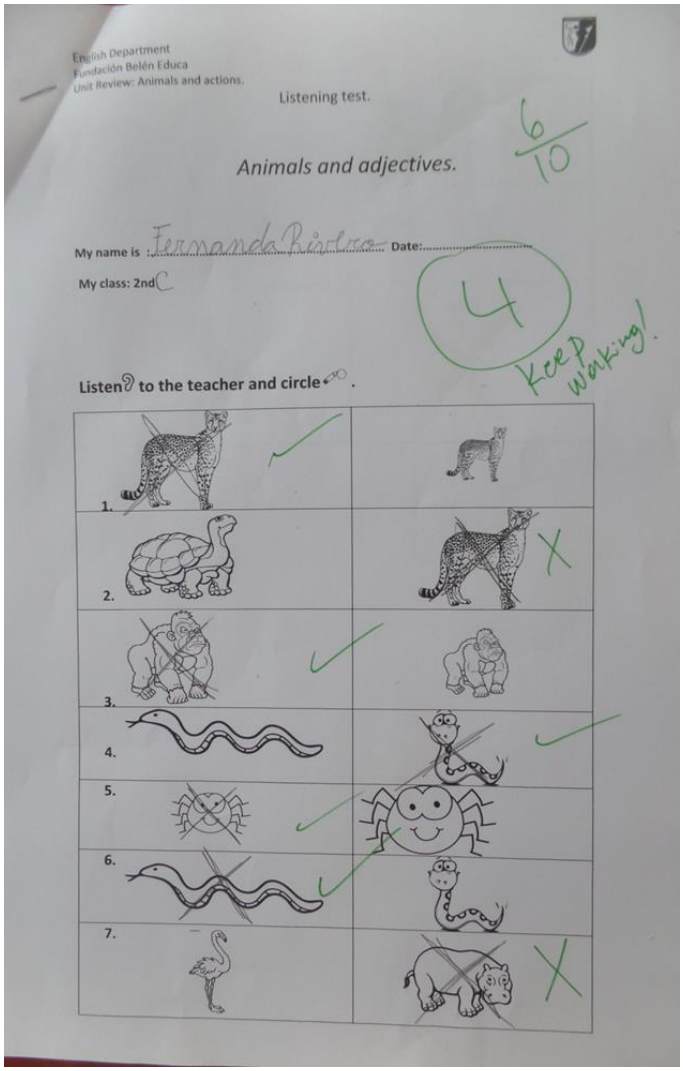
3.

4.

5.

6.

7.



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Listening test.

6/10

Animals and adjectives.

My name is : Fernanda Rivera Date:.....

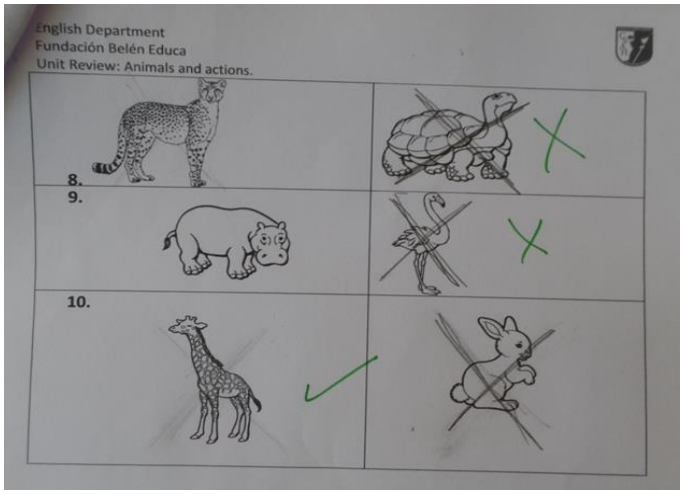
My class: 2nd C

4

Keep working!

Listen to the teacher and circle .

1.
2.
3.
4.
5.
6.
7.



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8.
9.
10.