Recursos no verbales en la comunicación: gestos y movimientos corporales

Trabajo de Suficiencia Profesional
para optar el Título Profesional de Licenciado en Educación Secundaria
Mención Idiomas Inglés – Alemán

AUTORA:

Bach. Collantes Llacza, Natalia del Rocío

TRUJILLO – PERÚ

2019
Dedicatoria

Dedico este trabajo de suficiencia profesional a mis padres, quienes me apoyaron durante todos mis estudios, en especial durante los momentos difíciles. Sé que ellos siempre serán la fortaleza que me impulse a seguir adelante.

Así también a mis docentes, quienes con mucha constancia y paciencia supieron transmitirme sus conocimientos. Llegar a ser como ellos es el futuro que algún día espero alcanzar.
Jurado Dictaminador

Mg. Castro Alavedra, María Elena
Presidente

Mg. Beltrán Centurión, Maruzzela Ysabel
Secretaria

Dra. Aguilar Carrera, Erika del Carmen
Miembro
## Indice

Dedicatoria ......................................................................................................................... ii  
Jurado Dictaminador ........................................................................................................ iii  
Indice .................................................................................................................................... iv  
Presentación ......................................................................................................................... vi  
Resumen ................................................................................................................................. vii  
Abstract ................................................................................................................................... viii  
Introducción ........................................................................................................................... 9  
I. Learning Session Design .................................................................................................... 10  
   1.1. General Information: ................................................................................................. 11  
   1.2. Learning Achievement .............................................................................................. 11  
   1.3. Learning Strategies: ................................................................................................... 12  
   1.4. Learning Activities ...................................................................................................... 13  
   1.5. Evaluation .................................................................................................................. 17  
II. Theoretical Support .......................................................................................................... 19  
   Introduction ......................................................................................................................... 20  
   2.1. Thematic Aspect ......................................................................................................... 21  
   2.2. Psychological Support ............................................................................................... 22  
III. Pedagogical Support ........................................................................................................ 24  
   3.1. Individualization .......................................................................................................... 25  
   3.2. The Activity ................................................................................................................ 25  
   3.3. The Motivation ............................................................................................................ 26  
   3.4. Didactic Support ......................................................................................................... 27  
   3.5. Techniques .................................................................................................................. 29  
   3.6. Teaching Aids ............................................................................................................. 30
3.7. Evaluation ................................................................................................................. 32

Conclusions ..................................................................................................................... 33

Bibliography .................................................................................................................... 34

Webliography .................................................................................................................. 35

Appendix .......................................................................................................................... 36
Presentación

Actualmente la educación está en constante desarrollo, siendo su mejora continua vital para el futuro de la humanidad. Los ahora niños y adolescentes serán algún día los agentes de cambio de nuestra sociedad. Por lo tanto, es fundamental que nosotros como comunidad docente tomemos plena conciencia de esto y nos preparemos diariamente para formarlos como es debido.

Visto así, es de suma importancia planificar los pasos a seguir durante la clase para evitar dificultades innecesarias. En esta oportunidad nuestro objetivo es preparar a los alumnos de primer año de secundaria para la comunicación no verbal, la cual implica dominar los gestos y movimientos corporales, así como dar y seguir instrucciones correctamente.

Bach. Natalia del Rocío Collantes Llacza
Bachiller en educación
Resumen
La lista de definiciones de “comunicación” es muy larga, prácticamente cada autor propone la suya. Podemos denominar comunicación al proceso por el cual dos personas o más interpretan algún hecho y usan los signos, verbales o no verbales, para expresarse.

El trabajo de suficiencia profesional tiene como enfoque principal los recursos no verbales, gestos y movimientos corporales. Como es natural, la expresión corporal que abarca los movimientos del cuerpo y la postura, está relacionada con las características físicas de la persona. Existen tres clases de movimientos observables: los faciales, los gesticulares y los de postura. Aunque podamos categorizar estos tipos de movimientos, la verdad es que están fuertemente entrelazados, y muy frecuentemente se hace difícil dar un significado a uno, prescindiendo de los otros.

Es por ello que en esta ocasión se hizo uso de distintas actividades como Simon says, charadas y juego de roles para expresar órdenes y seguirlas.

Palabras clave: Educación, Idiomas, Inglés, Comandos, Comunicación, Expresión corporal.
Abstract
The list of definitions for 'communication' is very long, every author has his own definition. However, we can call communication a process on how two persons understand a fact and how they use the verbal or body language to express themselves.

This paper focuses on the non-verbal resources, gestures and body language. Naturally, body language involves body movements and the posture. It is related to the physical features of a person. There are three kinds of observable movements, they are strongly connected. Moreover, it is frequently difficult to give meaning to one of them without the others.

That is why in this occasion, different activities were used to express orders and follow them, such as Simon says, charades and role-plays.

Key words: Education, Languages, English, Commands, Communication, Body language.
Introducción

Mantener un salón ordenado y atento es una de las tareas principales de un docente. Debido a ello, es difícil no caer en la monotonía y a la vez promover el interés de los alumnos hacia la materia. En el presente informe se muestra cómo una clase se lleva a cabo con la ayuda del método constructivista y la Respuesta Física Total.

Es así como los alumnos de primer año de secundaria de la Institución Educativa San Nicolás aprenderán a dar y recibir instrucciones con la ayuda de este método. La lección será más fácil y llevadera debido a que los estudiantes necesitan asociar el vocabulario con el movimiento de su cuerpo y los gestos, imitando y observando a sus compañeros. Además, el docente será solo un guía para el estudiante, así no lo cohibirá y permitirá que este cometa sus propios errores, para que el aprendizaje del idioma inglés sea constante y memorable.
Learning Session Design
I. Learning Session Design

1.1. General Information:

1.1.1. School: San Nicolas
1.1.2. Grade: 1st
1.1.3. Class: B
1.1.4. Subject: English
1.1.5. School Teacher: Carolina Zavala Alfaro
1.1.6. Teacher: Bach. Collantes Llacza, Natalia del Rocío
1.1.7. Lesson Topic: Non-verbal resources: body language and gestures
1.1.8. Lesson Title: Follow me!
1.1.9. Didactic Support: Total Physical Response
1.1.10. Date: Wednesday, October 23rd
1.1.11. Time: 2:30 pm
1.1.12. Class duration: 45 minutes

1.2. Learning Achievement

1.2.1. Area Capacities: Oral comprehension and oral production.
1.2.2. Specific Capacities: Follow and give instructions.

Capacities:

<table>
<thead>
<tr>
<th>Area Capacities</th>
<th>Specific Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral comprehension</td>
<td>Follow their classmates’ instructions.</td>
</tr>
<tr>
<td>Oral production</td>
<td>Give instructions to their classmates.</td>
</tr>
</tbody>
</table>
### 1.3. Learning Strategies:

<table>
<thead>
<tr>
<th>Specific Capacities</th>
<th>Contents</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Linguistic</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td><strong>Grammar:</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Give commands.</td>
<td>Imperative form</td>
<td>✓  Asking questions and answering them</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Vocabulary</strong></td>
<td>✓  Following instructions</td>
</tr>
<tr>
<td>Follow me!</td>
<td>- stop</td>
<td>✓  Individual work</td>
</tr>
<tr>
<td></td>
<td>- walk</td>
<td>✓  Pair work</td>
</tr>
<tr>
<td></td>
<td>- turn around</td>
<td>✓  Group work</td>
</tr>
<tr>
<td></td>
<td>- turn off the lights</td>
<td>- fly</td>
</tr>
<tr>
<td></td>
<td>- come here</td>
<td>- swim</td>
</tr>
<tr>
<td></td>
<td>- fly</td>
<td>- stand up</td>
</tr>
<tr>
<td></td>
<td>- turn on the lights</td>
<td>- touch</td>
</tr>
<tr>
<td></td>
<td>- sit down</td>
<td>- listen</td>
</tr>
<tr>
<td></td>
<td>- close the door</td>
<td>- go to</td>
</tr>
<tr>
<td></td>
<td>- raise your hand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- open the window</td>
<td></td>
</tr>
</tbody>
</table>

Follow and give instructions.

Fun situation:

Topic Vocabulary

Role play: a student guides his classmate.
# 1.4. Learning Activities

<table>
<thead>
<tr>
<th>Moments</th>
<th>FOR THE TEACHER</th>
<th>FOR THE STUDENTS</th>
<th>Resources</th>
<th>Time</th>
</tr>
</thead>
</table>
| **INTRODUCTION**  
1. Greetings | ❖ Greets the class.  
❖ Asks for the date and writes it on the board. | ❖ Greet the teacher.  
❖ Say the date and look at the board. | ❖ Teacher’s voice.  
❖ Board  
❖ Markers. | 3’ |
| 2. Introducing the new knowledge | ❖ Explains through charades the commands.  
(Appendix 1)  
❖ Asks what the topic is.  
❖ Writes the topic. | ❖ Listen to the teacher and say the commands.  
❖ Guess the topic.  
❖ Look at the board | ❖ Teacher’s voice.  
❖ Student’s voice. | 14’ |
| 3. Describing the new knowledge | ❖ Shows flashcards.  
(Appendix 2)  
❖ Look at the flashcards. | ❖ Flashcards  
❖ Teacher’s voice. | 8’ |
<table>
<thead>
<tr>
<th>DEVELOPMENT</th>
<th>ASSESSMENT</th>
<th>MOTIVATION</th>
</tr>
</thead>
</table>
| 4. Practice |  ❖ Asks the Ss “what is it?”  
❖ Asks the Ss to participate.  
❖ Sticks flashcards and writes the command on the board.  
❖ Says the words from the vocabulary and makes Ss repeat.  
❖ Gives instructions about the activity “Simon says”.  
❖ Asks the Ss to perform the action. (Appendix 3). |  ❖ Answer the questions.  
❖ Participate actively.  
❖ Look at the board.  
❖ Repeat the words from the vocabulary.  
❖ Listen to the teacher.  
❖ Follow the commands given by the teacher. |  ❖ Student’s voice.  
❖ Sticky-tac  
❖ Teacher’s voice.  
❖ Student’s voice.  
❖ Board  
❖ Bell  
10’ |
| 5. Classroom transfer | - Asks Ss to get in couples.  
- Gives instructions about the role-play.  
- Calls them in couples.  
- Hands Ss a short list of 4 previously learned instructions and a bell.  
- Asks Ss to perform the role-play. (Appendix 4 & 5). | - Get in couples.  
- Pay close attention to the teacher.  
- Couples stand up.  
- Receive the list of 4 previously learned instructions and a bell.  
- Perform the role-play. | - Teacher’s voice.  
- Student’s voice.  
- Bell | 8 |
| 6. Extension and consolidation | - Asks students if they have some doubts.  
- Thanks students for their attention and participation. | - Say their doubts.  
- Listen to the teacher. | - Teacher’s voice.  
- Student’s voice. | 2’ |
| Says Good Bye. (Appendix 6) | Say Good Bye to the teacher. |
### 1.5. Evaluation

<table>
<thead>
<tr>
<th>Expected Learning</th>
<th>Achievement Indicator</th>
<th>Tools</th>
</tr>
</thead>
</table>
| Follow and give instructions | - Give full and clear instructions.  
- Identify the picture and give the instruction.  
- Follow the given commands. | - Voice  
- Board  
- Markers  
- Bell  
- Flashcards  
- List of commands. |
1.6. Specific Bibliography

❖ For the Teacher:


❖ For the Student

All the material will be provided by the teacher
Theoretical Support
Introduction

Nowadays, being a teacher is one of the most common paths to choose for a professional development. Consequently, it is important to understand that training involves more than building language or giving knowledge. Learners should feel connected to the teachers and maintain a good rapport with them. The author is convinced that the best way to have successful English speakers is through the constructivist theory and the Total Physical Response teaching approach.

Thus, on the following theoretical support the author will explain the thematic aspect, which involves the importance of the new vocabulary, then the psychological support, that is based on the constructivist theory.

Finally, there will be a discussion of the main aspects of the theoretical support and the conclusions deduced from it.
2.1. Thematic Aspect

2.1.1. Imperative form

It is used to give warnings, orders, requests (if you use “please”) and give suggestions or advise.

Some examples are:

- Be careful (warning)
- Stop (order)
- Open the door, please (request)
- Drink more water (advise)

To make the imperative use the infinitive of the verb without “to”: walk straight.

To make a negative imperative add “don’t” or “do not” before the infinitive verb.

<table>
<thead>
<tr>
<th>Imperative</th>
<th>Auxiliary</th>
<th>Infinitive verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>-</td>
<td>smile</td>
</tr>
<tr>
<td>Negative</td>
<td>do not</td>
<td>smile</td>
</tr>
</tbody>
</table>
2.2. Psychological Support

2.2.1. Constructivist Theory

One of the best known and influential psychologists of the twentieth century is Jerome Bruner, who studied the cognitive development of children and the appropriate ways of teaching and learning.

Bruner believes that knowing is a process, not a product. He says that the teacher should try and encourage students to discover everything by themselves. The teacher must provide the knowledge and translate it for the learner’s current state of understanding. Moreover, he suggests that everyone is capable of learning any material as long as the instruction and curriculum are organized appropriately. Jerome’s theory is based on three principles: readiness, spiral organization and going beyond the information given.

Principles

❖ **Readiness for learning:**

Students are encouraged to figure out what the topic is. The instruction must be about the learners’ experiences and contexts so they will be willing to discuss and discover. The students ought to generate information on their own.

*The teacher encourages students to understand the topic little by little. She mimics the actions from the vocabulary expecting the students to guess the command.*

❖ **Spiral organization**

It is possible to introduce learners at an early age to complex knowledge. The main key is that the teacher must find the most effective way to teach complex ideas. They have to be appropriately organized. A curriculum ought to be organized as a spiral.
The teacher knows the students are first graders, so she doesn’t use complex vocabulary. She tries to make them understand as much as possible. Therefore, she includes big pictures on the flashcards and motivates them to use the target language.

Going beyond the information given

It is essentially the technique of discovery. This allows the learner to get information on his own, which he can then check or evaluate against the sources, getting more new information in the process.

The teacher gives the students a list of 4 previous learned commands for the role-play activity. However, the commands are quite different; instead of the command “touch”, it is “touch your nose” now, so the students have to realize on their own how the commands have changed and follow them.
Pedagogical Support
3.1. Individualization

In individualized learning, all students go through the same experience, but they move on at their own pace. The need to adapt teaching to each student is essential. Thus, the principle of individualization claims that the center of the educational is the person who is unique and unrepeatable, so the procedures are adapted to them. Therefore, education, pursuing this principle, considers the person as a unique individual from heredity, mental development, intelligence and skills; school performance, personality, interests and age, since each involves a particular functional specificity, a particular behavior, language, motor skills and reasoning ability.

The teacher knows that every student is important, that is why she monitors them individually and asks them to participate actively during the class, especially the role-play, because that is when she gives them feedback separately.

3.2. The Activity

Activities are a great tool to help students learn. Not only do they provide students with an opportunity to have fun whilst learning, but they can enhance students’ physical development, concentration, memory, motor skills and creative awareness. It is also an opportunity to promote student-to-student interactions and cooperation among teams.

The teacher provides different activities during the lesson, such as the charade, “Simon says” activity and a role-play. These games motivate students to learn and get involved with the topic.
3.3. The Motivation

Motivation is one of the factors that influences language learners’ success or failure in learning the language. Motivation is defined by Keller as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect. If the students are not motivated well, it would be a challenging task for the teacher. Because of that, to motivate students efficiently is the most recurrent and essential concerns of teachers.

*The teacher praises every time a student participates. It doesn’t matter if the learner makes mistakes or not, the teacher would always be there to correct him/her.*
3.4. Didactic Support

3.4.1. Total Physical Response

Total Physical Response is a teaching approach, it was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue. The parent says, "Look at mummy" or "Give me the ball" and the child does so. Dr. Asher calls this "a language-body conversation" because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

*The teacher plays Simon says to make the students practice the vocabulary. She says the command and they follow it. Later on, students practice the vocabulary when they do the role-play with their classmates.*

Roles

❖ Teacher

Teachers play an active and direct role. They are responsible for the class. They have to be well prepared, so the lesson flows smoothly. Asher recommends detailed lesson plans: “It is wise to write out the exact utterances you will be using and especially the novel com­mands because the action is so fast-moving there is usually not time for you to create spontaneously”

In giving feedback, teachers should imitate parent’s behavior. At the beginning they should correct very little, do not interrupt to correct mistakes because it can inhibit learners. However, when learners make some progress, less mistakes should be tolerated.
The teacher doesn’t interrupt the students to correct mistakes at the beginning, when playing Simon says or while playing the charade; however, she has to give feedback whilst students practice in couples.

- **Learner**

  Learners should listen and perform what they are told to. They listen attentively and respond physically to the instructions given by the teacher. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items. 

  **Students play the games or activities and follow the instructions given by the teacher.**

- **Instructional materials.**

  Response course. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher’s voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts.

  **The teacher uses her voice and the students’ voice to make the lesson work. However, she also needs to use extra material, such as flashcards, a bell and a list of 4 previous learned commands during the lesson and the role-play activity respectively. Gestures are also important and necessary.**
3.5.  Techniques

3.5.1.  Showing Pictures

Pictures are the most useful visual aids available to the teacher. They can be a good way to engage learners to practices many aspects of the language.

*The teacher includes pictures on the flashcards to illustrate the commands: stand up, sit down, touch, close, open, walk, swim, fly, etc.*

3.5.2.  Asking Questions

It helps the teacher control the class and makes students pay attention to the whole lesson. It is also a way to give the learners a chance to show their knowledge.

*The teacher asks from the beginning of the lesson “what is it?” to let the students guess the topic and the commands.*

3.5.3.  Giving and Following instructions

This simple but valuable commutative activity is used at the moment of working with the language.

*The teacher gives commands during the whole lesson. She tries not to use difficult vocabulary due to the students being first graders.*

3.5.4.  Classroom Organization

*Whole class:* there are many occasions when the best type of classroom organization is a teacher working with the class as a whole group.

*The teacher works with the whole class during the “Simon says” activity.*
**Pair work:** when the students work in pairs, they tend to participate more actively, and they also more chance to experiment with the language than is possible in a whole class arrangement.

*In pair, students do a role-play to practice the lesson at the end of the class. One student says the commands and ring the jingle bell, while the other student follows the commands.*

3.6. **Teaching Aids**

The phrase “a picture is worth a thousand words” indicates that a complex idea can be communicated by a single image. That is why the teaching aids are needed. These are helpful tools used in a classroom environment. Their main purposes are to improve the learners’ skills, illustrate ideas and support what the teacher says.

*The teacher uses teaching aids, such as flashcards, the board and her own voice during the whole lesson.*

3.6.1. **Board**

It’s the most helpful visual aid. Working on the board should encourage students to think and take actions.

*The teacher writes the date and the title of the topic on the board. In case the students don’t understand something, the teacher may draw or write something else on the board.*

3.6.2. **Teacher’s Voice**

It is one of the first requirements of good teaching. A good voice projection is very important; it can help the student to understand the idea or not.

*The teacher uses a clear voice to explain the commands. She doesn’t need to yell, just to raise her voice as much as she can while maintaining the right tone. Every student must be able to listen to her.*
3.6.3. Pictures

Many people who use pictures make difficult things easier to understand. Pictures can also be used as a way of engaging students on speaking. The power of an image allows learners to grasp the topic within seconds.

*The teacher illustrates what she says using the right images on the flashcards.*

3.6.4. Class Participation

It is used to motive students to participate in class. A class full of active learners is a well-produced and prepared lesson.

*The teacher asks the students to raise their hands if they want to participate, she praises them so that they feel at ease.*

3.6.5. Body Language

The key is the mime, facial expressions and body movements. In this way, students get a chance more to acquire without understanding. Observing the teacher and her movements/gestures can help a learner grasp all knowledge without needing to excel at the target language.

*The teacher mimics, smiles and makes gestures to help students understand the meaning of the new words.*
3.7.  Evaluation

3.7.1.  Formative Evaluation

It is an evaluation for learning. Its aim is to provide both the students and teacher the opportunity to understand where their level of understanding is at the current moment. Teachers evaluate during the whole class observing who participates, reproduces the learning by doing the task. It enables the teacher to adjust accordingly to meet the emerging needs of the class, and to validate or ensure that the goals are being achieved and to identify the difficulty of the learning. In addition, formative evaluations signal your class that you are indeed interested in what and how they're learning, and in their responses to your teaching.

_The teacher learns about the students’ progress and does something about it, she may repeat the instructions or explain the lesson one more time. She observes who is willing to participate easily and who is not._
Conclusions

Theoretical Support

- Based on the constructivist theory by Bruner, the teacher encouraged students to discover the topic and commands by themselves. She taught how to give instructions using charades, gestures and mimics.

- The teacher paid close attention to every student, especially in the last activity, where the students had to play roles, because they had to do the task without the teacher’s help.

- Jerome Bruner believed that the teacher must encourage the students. That is why the teacher motivated the students to raise their hands and participate actively without worrying about making mistakes.

- Based on the principle readiness for learning, students were compelled to understand the topic little by little regardless of their age. Moreover, every participation was praised by the teacher. She gave the students compliments praising their hard work.

- According to one of the principles of the constructivism, spiral organization, students successfully identified the new vocabulary regarding commands and remembered how to use them.

Pedagogical Support

- The total Physical Response teaching approach was very useful to teach the imperative form. The majority of the students elicited vocabulary from their previous knowledge on commands.

- Students helped each other during the role-play and Simon says activity. When one of them was not sure about the command, the other student explained the word through actions and gestures.
Theoretical Support


Pedagogical Support

Webliography

**Theoretical Support**


**Pedagogical Support**


Appendix
Appendix 1: Activity (Charade)

**Goal:** the teacher makes the students feel comfortable and elicits information from their previous knowledge on commands.

**Procedure:**
- The teacher stands up in front of the class and acts out the actions.
- The students try to guess and say what it is.
Appendix 2: Flashcards

- STOP
- WALK
- TURN AROUND
- FLY
- COME HERE
- SWIM
STAND UP

SIT DOWN

CLOSE

TOUCH
Appendix 3: Activity (Simon says)

**Goal:** Follow instructions while having fun.

**Procedure:**

- The class is divided in small groups of 5.
- The group stands up and follow what the teacher says.
- The teacher has to ring the bell after the instruction is said.
- If the teacher says “Simon says” followed by a command, the students must perform the action. However, if the teacher does not say “Simon says” the students mustn’t move.
- If the student makes a mistake, he has to go back to his place.
- The student that didn’t make any mistakes is the winner.
Appendix 4: Activity (Role-play)

**Goal:** Say the instructions and follow them without the teacher’s help.

**Procedure:**

- Students are asked to work in couples and to participate.
- The teacher hands out the couple a piece of paper with a list of 4 verbs. *(APPENDIX 5)*
- One student reads the paper and gives the instructions; he rings the bell.
- The other student must follow the instructions and perform the action.
Appendix 5: List of verbs

- WALK
- STOP
- RAISE YOUR HAND
- OPEN THE DOOR.
- SIT DOWN
- STAND UP
- SWIM
- GO TO THE BOARD.
- TURN OFF THE LIGHTS
- TURN ON THE LIGHTS
- FLY
- LISTEN
- TOUCH YOUR NOSE.
- TURN AROUND.
- COME HERE
- CLOSE THE WINDOW.
Appendix 6: Observation Guide

**Teacher:** Br. Natalia del Rocío Collantes Llacza

**Topic:** Follow me!

**Date:** Wednesday, October 23rd

**Grade:** 1st

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Give full and clear instructions.</th>
<th>Identify the picture and give the instructions.</th>
<th>Follow the given commands.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st year</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

A. 16-20: Excellent  
B. 11-15: Good  
C. 06-10: Needs improvement  
D. 01-05: Bad
DECLARACIÓN JURADA - ESTUDIANTES

Fecha de entrega: Diciembre de 2019

El AUTOR suscrito en el presente documento DECLARO BAJO JURAMENTO que soy el responsable legal de la calidad y originalidad del contenido del informe del Trabajo de Suficiencia Profesional realizado.

I.- Identificación del autor, asesor y trabajo de investigación

<table>
<thead>
<tr>
<th>Apellidos y Nombres del autor:</th>
<th>Collantes Llaca, Natalia del Rocio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nº de Matrícula:</td>
<td>1028500314</td>
</tr>
<tr>
<td>Nº de DNI:</td>
<td>76824432</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nombres del Jurado:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidente (a):</td>
</tr>
<tr>
<td>Secretario (a):</td>
</tr>
<tr>
<td>Miembro</td>
</tr>
<tr>
<td>1. Mag. César Alvarado, María Elena</td>
</tr>
<tr>
<td>2. Ma. Beltrán Centurión, Haro Ysabel</td>
</tr>
<tr>
<td>3. Dra. Pilar García, Erika del Carmen</td>
</tr>
</tbody>
</table>

**Facultad:** EDUCACIÓN Y CIENCIAS DE LA COMUNICACIÓN  
**Sede:** Trujillo (X) Otro ( )  
**Escuela:** C. Comunicación ( ) E. Inicial ( ) E. Primaria ( ) E. Secundaria (X) Especialidad: Idiomas: Inglés - Alemán

**Título del TSP:** RECURSOS NO VERBALES EN LA COMUNICACIÓN: GESTOS Y MOVIMIENTOS CORPORALES

**Tipo de Investigación:**

| Trabajo de Suficiencia Profesional: | (X) |

Firma del autor

II.- Tipo de formato de Investigación

**PDF:** (X)

Nota: Formato adaptado a la Facultad de Educación y Ciencias de la Comunicación - Biblioteca
I.- Identificación del autor, asesor y trabajo de investigación

<table>
<thead>
<tr>
<th>Nombre del autor:</th>
<th>Collantes Llacza, Natalia del Rocio</th>
</tr>
</thead>
<tbody>
<tr>
<td>N° de Matrícula:</td>
<td>102850214</td>
</tr>
<tr>
<td>N° de DNI:</td>
<td>76824982</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nombre del asesor:</th>
</tr>
</thead>
</table>

**Facultad:** EDUCACIÓN Y CIENCIAS DE LA COMUNICACIÓN  
**Sede:** Trujillo (X) Otro ( )  
**Especialidad:** Idiomas: Inglés - Alemán  
**Título del TSP:** Recursos no verbales en la comunicación: gestos y movimientos corporales

**Palabras claves de la Investigación:**  
Educación, Idiomas, Inglés, Comandos, Comunicación, Expresión corporal

II.- Autorización de la publicación de la versión electrónica de la Investigación

**AUTORIZO** SU PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL, REPOSITORIO RENATI-SUNEDU, ALICIA – CONCYTEC, CON EL SIGUIENTE TIPO DE ACCESO:

A. Acceso Abierto: (X)  
B. Acceso Restringido: ( )  
C. No autorizo su Publicación: ( )

Si eligió la opción Restringido o NO autoriza su publicación sírvase justificar

<table>
<thead>
<tr>
<th>Firma del autor</th>
</tr>
</thead>
</table>

III. Tipo formato de la Investigación:

PDF: (X)

Nota: Formato adaptado a la Facultad de Educación y Ciencias de la Comunicación - Biblioteca

Fecha de entrega: Diciembre de 2019