Recurso no verbales en la comunicación: gestos y movimientos corporales

Trabajo de Suficiencia Profesional
para optar el Título de Licenciada en Educación Secundaria
Mención Inglés – Francés

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TRUJILLO – PERÚ
2019
Dedicatoria

A Dios
Por haber mantenerme con salud para poder alcanzar mis propósitos.

A mis padres
Mi infinito agradecimiento a mis padres y especialmente a mi madre por confiar en mí y ser la fuerza que me impulsa para lograr mis objetivos.

A mi esposo e hija.
Vagnner y Valentinna son las dos razones por las cuales tengo que superarme cada día más; mi familia es lo primero.
Jurado dictaminador

Dr. Aldama Flores, Claver Julio.
Presidente

Mg. Herrera Pretel, Denise Margarita
Secretario

Mg. Del Rosario Alfaro, Jose Leonardo.
Miembro
Agradecimiento

Agradezco a Dios por mantenerme con vida, salud y por brindarme a los padres tan maravillosos que tengo, a ellos estoy infinitamente agradecida por su perseverancia y dedicación para brindarme lo mejor: mi educación.
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Presentación

This present lesson plan "Showing my funny occupation" has been designed for students in 4th grade to improve their grammar.

At the beginning of the lesson, some previous knowledge will be activated by brainstorming about present continuous and by watching some pictures to suggest the topic.

During the lesson, the first goal is to make students be part of the class and their learning process, making them participate actively, creating short dialogues, blending words and sharing their ideas with their classmates.

The evaluation will be carried out through an observation guide and a checklist to obtain an overall result of the students' learning process.

Moreover, motivation will be done through images, audios and roleplays to engage the general attention in the learning process of students.
Resumen

El diseño de sesión de clase tiene como primer objetivo, promover el desarrollo significativo en los estudiantes y proporcionar el conocimiento genuino para mejorar la enseñanza aprendizaje del idioma Inglés, tomando como grupo de clase a los estudiantes del cuarto grado del nivel secundario de la Institución Educativa “Fray Martin de Porres”

Este diseño de la sesión tiene como tema titulado “Showing my funny occupation”. Su desarrollo se basará en teorías psicopedagógicas y didácticas mencionadas posteriormente.

La Teoría Psicológica Cognitiva del Aprendizaje; no sólo se consideran a los contenidos específicos sobre determinado tema sino también la consideración de las técnicas o estrategias que mejorarán el aprendizaje de tales contenidos. Las decisiones profesionales del docente respecto a la práctica de la enseñanza, inciden de un modo directo sobre el ambiente de aprendizaje que se crea en el aula y están centradas, tanto en las intenciones educativas como en la selección y organización de los contenidos, la concepción subyacente de aprendizaje y el tiempo disponible.

Además, se ha considerado al Enfoque Comunicativo como el modelo de paradigma dominante ya que responde al objetivo principal de desarrollar procedimientos de enseñanza que reconoczan la interdependencia de la lengua y la comunicación.

Asimismo, también se aplicó el Método Didáctico; Respuesta Física Total que colabora en el aprendizaje de un idioma nuevo, donde se combina el habla con la acción y propone enseñar un idioma a través de la actividad física.

Es importante resaltar que para aprender un idioma se relacionan todas las capacidades entre sí y más aún se llega a obtener ello si el monitor se desenvuelve como un completo artista en aula.

Palabras clave: Enfoque, método, educación, idiomas, comunicación, gestos corporales.
Abstract

This lesson plan has as first objective to promote the significant development in students and give the real knowledge to have a good learning in the English language, having a “Fray Martin de Porres” class group as learners in this session.

The name of this lesson design is “Showing my funny occupation”. The development will be based on psychologist and didactic theories that will be mentioned later.

The Cognitive Psychological Theory of Learning; not only considers the specific contents on a given subject, but also the techniques or strategies that will improve the learning of these contents. The professional decisions of the teacher about the practice of teaching have a direct impact on the learning environment that is created in class and are focused, on both educational intentions, selection and organization of contents, the underlying conceptions about learning and the available time.

Besides, the communicative Approach has been considered as the dominant paradigm model as it responds to the main objective to develop teaching procedures that recognize the interdependence of language and communication.

In addition, the didactic method total physical response was applied, it facilitates in the learning of a new language, where the speech is combined with the action and it proposes to teach a language through physical activity.

It is important to highlight that learning a language relates every capacity to each other and even more, we get it the monitor acts as a complete artist in class.

Key words: Approach, methods, education, languages, communication, body language.
Introduction

This lesson plan has as first objective to promote the significant development in students and give the real knowledge to have a good learning in the English language, having a “Fray Martin de Porres” class group as learners in this session.

I have considered choosing Total Physical Response Method because it is the most suitable to present students the contents in learning a second language. The techniques and the materials have been chosen bearing in mind the method selected and, some factors such as the number of students, their age, prior knowledge, etc. in order to maximize their English language learning.

English has become an essential component for the communication, the development of social relationships and cross-cultural communication, and the obtaining of better work-study opportunities.
I. LEARNING SESSION DESIGN

1.1. General information:

1.1.1. Educational Institution : “Fray Martin de Porres”
1.1.2. Level : Secondary
1.1.3. Subject : English
1.1.4. Topic : “Showing my funny occupation”.
1.1.5. Time : 45 minutes
1.1.6. Date : Thursday, December 18th 2019
1.1.7. School Teacher : Katy Garcia Merlo.

1.2. Capacities

<table>
<thead>
<tr>
<th>General capacities</th>
<th>Specific capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral expression</td>
<td>- Express their ideas and opinions about occupations by using nonverbal and paraverbal resources to emphasize information.</td>
</tr>
<tr>
<td>Oral production</td>
<td>- Interpret the meaning of the text by relating relevant and specific information about occupations.</td>
</tr>
<tr>
<td>Text redaction</td>
<td>- Develop their ideas with coherence about their interest on occupations, expanding the information according to the communicative purpose.</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>• Express their ideas and opinions about occupations by using nonverbal and paraverbal resources to emphasize information.</td>
<td>Communicative</td>
<td>• Show pictures.</td>
</tr>
<tr>
<td>• Interpret the meaning of the text by relating relevant and specific information about occupations.</td>
<td>Linguistic</td>
<td>• Worksheets</td>
</tr>
<tr>
<td>• Develop their ideas with coherence about their interest on occupations, expanding the information according to the communicative purpose.</td>
<td>Function</td>
<td>• Speaking activity</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>• Asking questions and giving answers.</td>
</tr>
<tr>
<td></td>
<td>• Use strategically nonverbal resources to give their ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Talk about some occupations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe activities about some occupations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Knowledge about occupations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Showing my funny occupation”</td>
<td></td>
</tr>
</tbody>
</table>
1.4. Learning development:

<table>
<thead>
<tr>
<th>Moments</th>
<th>Learning activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Previous knowledge</td>
<td>• Smiles to give confidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presents the date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses gestures and body language to express ideas to find the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Greet the teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Answer the questions about the date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Answer the word: teacher, singer, astronaut, painter, and athlete.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Answer the “Occupations”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observes if the students are able to answer the questions.</td>
<td>3</td>
</tr>
<tr>
<td>2. Introducing the new knowledge</td>
<td>• Shows a magic box with phrases inside it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pick up and identify the action from the papers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mime the action from the paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stick the paper on the board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shows 5 phrases inside the box (Appendix 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ The teacher is writing on her IPad.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ The singer is singing a song.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ The astronaut is flying on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observes if the students are able to identify the activities from the phrases.</td>
<td>6</td>
</tr>
<tr>
<td>Development</td>
<td>3. Describing the new knowledge</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Repeat the pronunciation.</td>
<td>the space.</td>
<td></td>
</tr>
<tr>
<td>✓ The painter is painting an awesome picture.</td>
<td>✓ The athlete is running with her doll.</td>
<td></td>
</tr>
<tr>
<td>✓ Pronounces the phrases after the teacher’s pronunciation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Creates a threat-free environment.</td>
<td>Shows the pictures (Appendix 2)</td>
<td></td>
</tr>
<tr>
<td>- Praises the Ss with encouraging words.</td>
<td>✓ A teacher</td>
<td></td>
</tr>
<tr>
<td>- Try to associate the phrases cards to the correct pictures.</td>
<td>✓ A singer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ An astronaut</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ A painter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ An athlete</td>
<td></td>
</tr>
<tr>
<td>- Models and says the pronunciation from each picture.</td>
<td>- Verify if students can understand the instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- She helps students if it is necessary.</td>
<td></td>
</tr>
</tbody>
</table>

10
| 4. Guided practice | - Plays “Chart game”  
- Divides the class in three groups  
- Gives the result in the chart. | - Some students create an imaginary object with sounds  
- Some students guess the object and say the person who works with this object.  
- Some students make a sentences with the grammar learned in class. | - Gives the Ss instructions about the Chart game. (appendix 3)  
✓ Telephone (receptionist)  
✓ Car (taxi driver)  
✓ Blender (chef)  
✓ Ball (football player)  
✓ Washing machine (housewife) | - Recognize the meaning of new vocabulary by context. | 7 |
| Conclusion | 5. Free practice | Works with the worksheets  
Read the instructions and resolve the practice in pairs. | Gives the Ss a worksheet (appendix 4)  
Checks the answers. | - Checks the students answer in plenary (Ss will correct the own mistakes) | 9 |
| 6. Classroom transfer | Plays a game “guess my funny occupation”  
- Write on a piece of paper their funny occupation.  
- Mime the occupation in the classrooms. | Tells students the instructions.  
Invites students to act in front of the other students. | - Apply the new vocabulary in their own composition. | 10 |
| 7. Extension and consolidation | - Develops the final activity | Make a sentence by using the vocabulary given in class. | Give a vocabulary chart on the board (appendix 5)  
✓ Dancer, runner, baker.  
✓ Writer, scientist. | - Check list | 5 |
1.5. Chart of values:

<table>
<thead>
<tr>
<th>Values</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>✓ Do the activities in class.</td>
</tr>
<tr>
<td></td>
<td>✓ Do the homework.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>✓ Participate in class.</td>
</tr>
<tr>
<td></td>
<td>✓ Help and support their classmates.</td>
</tr>
<tr>
<td></td>
<td>✓ Share knowledge with their classmate.</td>
</tr>
<tr>
<td>Respect</td>
<td>✓ Respect to the teacher.</td>
</tr>
<tr>
<td></td>
<td>✓ Respect their classmates.</td>
</tr>
<tr>
<td></td>
<td>✓ Follow teacher’s instructions.</td>
</tr>
</tbody>
</table>

1.6. Evaluation:

<table>
<thead>
<tr>
<th>Expected learning</th>
<th>Achievement indicator</th>
<th>Signs of performance</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The students will be able to recognize the vocabulary and express their own interest on occupations.</td>
<td>• Use strategically nonverbal resources to give their ideas.</td>
<td>• Answer questions</td>
<td>• Voice</td>
</tr>
<tr>
<td></td>
<td>• Talk about some occupations.</td>
<td>• Do exercises</td>
<td>• Board</td>
</tr>
<tr>
<td></td>
<td>• Describe activities about some occupations.</td>
<td>• Work individually</td>
<td>• Flashcards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work in group</td>
<td>• Worksheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• markers</td>
</tr>
</tbody>
</table>
1.7. Observation guide:

<table>
<thead>
<tr>
<th>Students</th>
<th>Indicators</th>
<th>Use strategically nonverbal resources to give their ideas.</th>
<th>Talk about some occupations.</th>
<th>Describe activities about some occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>11.</td>
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<td>14.</td>
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<td>15.</td>
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<td>16.</td>
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<td>18.</td>
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<tr>
<td>19.</td>
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<td></td>
<td></td>
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</tbody>
</table>
1.8. Descriptive scale

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>GOOD</td>
</tr>
<tr>
<td>C</td>
<td>REGULAR</td>
</tr>
<tr>
<td>D</td>
<td>BAD</td>
</tr>
</tbody>
</table>

1.9. Specific bibliography:

1.9.1. For Teachers:


1.9.2. Websites:

- http://www.takethepen.net/vocabulary/
II. THEORETICAL SUPPORT
2.1. Introduction

Teaching to communicate in a second language has changed methods of instruction in the best language programs. Before, students learned a lot about a language, how to conjugate every verb. Nowadays, the emphasis is developing student’s communications skills, what can they do with a language and besides they can use the language in their life to communicate their ideas, opinions and emotions.

In order to fulfill the objectives and functions of the present lesson plan whose main function is to give the information using daily routines to 4th Grade students of “Fray Martín de Porres” high school, with the topic “SHOWING MY FUNNY OCCUPATION”. It is vital to have a strong and meaningful basis as a standpoint. The lesson plan development will be based on some theories of each theoretical aspect, either psychological aspect or pedagogical.

In the psychological part, it is the Cognitive theory, which explains how students used their previous knowledge to interact with the new knowledge, and through this way student can assimilate the new knowledge easily. Besides it, this theory sees students as active learners instead of passive ones so they will be able to structure new schemas due to the change on the developing learning.

In the pedagogical part, we will learn “how” the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences.

Furthermore, this work is based on the didactic support, which considers some language practice items to improve the students’ language learning. Therefore, since language communication is a necessity, it becomes a need to emphasis on developing students’ communicative skills.

Moreover, it has also been used several educational principles, different techniques and teaching aids that were chosen according to the mentioned methods.

Finally, there will be a discussion of the content compared with the topic and some conclusions are going to be deduced from the discussion.
2.2 Discussions of contents

2.2.1. Thematic aspect

Present continuous

**GRAMMAR CHART**

**PRESENT CONTINUOUS**

Am / is / are + -ing = something is happening now

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>are</td>
<td>is</td>
<td>is</td>
<td>are</td>
<td>are</td>
<td>cooking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>am not</td>
<td>are not</td>
<td>is not</td>
<td>is not</td>
<td>are not</td>
<td>are not</td>
<td>cooking.</td>
</tr>
</tbody>
</table>

**SPELLING RULES**

- Verbs that end in -e (make / write etc.) → -ing:
  - make → making
  - write → writing
  - drive → driving

- Vowels: a e i o u
- Consonants: b c d f g h j k l m n p q r s t v w y

- Sometimes a word ends in a vowel + a consonant. For example: get, run, swim
  - get → getting
  - run → running
  - swim → swimming

- Do NOT double the letter if the word ends in two consonants.
  - help → helping
  - talk → talking
  - work → working

- Do NOT double the letter if the word ends in two vowels + a consonant.
  - look → looking
  - read → reading
  - speak → speaking

- Do NOT double the letter if the word has two or more syllables and the last part is not stressed.
  - Visit VIS-IT (first part is stressed) → visiting
  - but
  - begin be-GIN (last part is stressed) → beginning

- Do NOT double the letter if the word ends in -y or -w.
  - buy → buying
  - enjoy → enjoying
  - snow → snowing

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III. PSYCHOLOGICAL, PEDAGOGICAL
AND DIDACTIC SUPPORT
3.1. Social, moral and cognitive development

To understand the characteristics of learners in childhood, adolescence, adulthood, and old age, educational psychology develops and applies theories of human development. Often cast as stages through which people pass as they mature, developmental theories describe changes in mental abilities (cognition), social roles, moral reasoning, and beliefs about the nature of knowledge.

Developmental theories sometimes have been presented not as shifts between qualitatively different stages, but as gradual increments on separate dimensions.

Development of epistemological beliefs (beliefs about knowledge) have been described in terms of gradual changes in people’s belief in: certainty and permanence of knowledge, fixedness of ability, and credibility of authorities such as teachers and experts. People develop sophisticated beliefs about knowledge as they gain in education and maturity.

3.2. Individual differences and disabilities

Each person has an individual profile of characteristics, abilities and challenges that result from learning and development. These manifest as individual differences in intelligence, creativity, cognitive style, motivation, and the capacity to process information, communicate, and relate to others.

The most predominant disabilities found among school age children are attention-deficit hyperactivity disorder (ADHD), learning disability, dyslexia, and speech disorder. Less common disabilities include mental retardation, autism, hearing impairment, cerebral palsy, epilepsy, and blindness.

According to psychology theories about differences between students, the teacher will present some aids in order to catch their attention and get them motivated, for example the teacher show a suitcase with real material (appendix 1).

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1 http://www.k12academics.com/educational-psychology/social-moral-cognitive-development#.wzumlcljniu
3.3. Pedagogical support

3.3.1. Cognitive principles

A. Principles of education Individualization:

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.

Each student has different ideas and opinions so in this class the teacher will try to make the students participate and share their ideas with the class. Besides the teacher will emphasize the importance of their participation.

B. Socialization

In the educational process is imperative that the individual knows how to integrate into the community that surrounds him. Also all media that encourages communication among students; we find study groups that facilitate collaborative learning tasks by working in teams to find solutions to a problem or to develop a project.

Each student has different ideas and opinions so in this class the teacher will try to make the students participate and share their ideas with the class. Besides the teacher will emphasize the importance of their participation.

C. Active Participation (the activity)

It is a consistent and simultaneous engagement of the minds of all the learners with the content of the lesson. Such participation increases the rate and degree of learning. Active participation is the key to successful teaching and learning.

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3.4. Didactical support

A. Communicative method

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

The origins of the Communicative Methods are to be found in the changes in the British language teaching tradition dating from the late 1960s. The goal of teachers who use this approach is to enable students to be communicatively competent.

Communicative competence involves being able to use the language appropriate to a given social context. To do this, students need knowledge of the linguistic forms, meanings, and functions. In a communicative class, the teacher is a facilitator of his students’ learning. He is the manager of classroom activities. He also establishes situation likely to promote communication.

During the activities, the teacher acts as an advisor, answering students’ questions and monitoring their performance. Students must be engaged in trying to make themselves understood even when their knowledge of the target language is incomplete.

B. Total physical response (TPR)

Total physical response is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. This method is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language with body movements, and students respond with whole-body actions.

The method is an example of the comprehension approach to language teaching. The listening and responding (with actions) serves two purposes: It is a means of quickly recognizing
meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly but can be learned from the language input.

Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child.

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

Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups.

C. Procedure

The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. Initially, students learn the meaning of the commands they hear by direct observation.

After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the words the students have learned.

Instructors limit the number of new vocabulary items given to students at any one time. This is to help students differentiate the new words from those previously learned, and to facilitate integration with their existing language knowledge.

Asher suggests that students can learn between 12 and 36 words for every hour of instruction, depending on their language level and class size.

While drills using the imperative are the mainstay of total physical response classes, teachers can use other activities as well. Some typical other activities are role plays and slide presentations. However, beginners are not made to learn conversational dialogs until 120 hours into their course.
3.5. Techniques

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

The teacher will present some pictures in order to make easy the students’ learning. For example, students create sentences with the pictures showed before.

b) Asking questions
It helps the teacher control the class and makes students pay attention. It is also a way to give the learners a chance to show their knowledge.

The teacher will present to the students different questions, almost the whole class to verify their previous and learned knowledge. For example: after the video (appendix 1) the students will answer some questions.

c) Giving instructions
Teachers have to specify the purpose of the classroom activities and give clear instructions to do the tasks.

The teacher will give different instructions being clear what they will have to do, for example: work in groups, answer the following questions.

d) Classroom work organization
The whole class: there are many occasions when the best type of classroom work organization is a teacher working with the whole class as a group.

3.6. Teaching aids

a) Board
It is the most helpful visual aid. Working on the board should encourage students to think and take actions rather than just to remain them of what they have learned.
b) Teacher’s voice

This is an important teaching aid because one of the first requirements of good teaching is a good voice projection.

c) Class participation

It is used to motive students to participate in class.

d) 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.

3.7. Evaluation

It is a method of judging the work of students while they are doing different activities. Formative Evaluation focuses on the process; teachers evaluate during the whole class observing who participates, reproduces the learning by doing the task. The purpose of formative evaluation is to validate or ensure that the goals are being achieved and to identify the difficulty of the learning. If there are any difficulties during the lesson, the teacher tries to guide students. The teacher evaluates the process using different techniques and activities.

In this class, the teacher will evaluate the students’ learning process
DISCUSSION

The lesson plan is presented inside a real context by introducing the communicative method. In order to students be able to practice what they learn in their own real life.

Each student has a different learning process, different ideas and different interests. We can understand that better thanks to the psychology theories. That’s why a video and pictures are presented in order to catch the students’ attention and also to motivate them to participate.

During the class are presented the cognitive principles that are individualization and socialization. According to the first one the teacher attempts to encourage the students to answer and give their opinions finally compare and share their ideas with their classmates, according to the principle of individualization.

The reading text is presented and designed according to the reading principles, it allows the students to apply the scanning and skimming principles in order to understand better the text. The use of techniques in language learning are very important for that reason the teacher has considered and used some of them. For example, a video and pictures to make clear the learning of the new knowledge and the use of body languages in some cases.
CONCLUSIONS

Theoretical support

- During learning process, it was very important to develop the main cognitive principles that were individualization and socialization. It is well known that students learn better cooperating and working in groups.

- The reading principles: skimming and scanning allowed the students to understand better a text and find it less difficult and boring to work.

Psycological, pedagogical and didactic support

- The techniques and the teaching aids were the best tools to motivate students during the whole class and thus achieve their active participation and an efficient learning.

- The Formative Evaluation was the best way to identify the weaknesses and capacities of the students in the educational process so that the teacher could take the necessary measures to reduce those difficulties.
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**Psychological, pedagogical and didactic support**


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APPENDIX
INSTRUCTION: Read and mime the sentence.

The teacher is writing on her IPad.

The singer is singing a song.

The astronaut is flying on the space.

The painter is painting an awesome picture.

The athlete is running with her flag.
APPENDIX 2

INSTRUCTION: Look and match the pictures to the correct sentences.

The athlete is running with her flag.

The painter is painting an awesome picture.

The teacher is writing on her IPad.

The singer is singing a song.

The astronaut is flying on the space.
APPENDIX 3

INSTRUCTION: Create an imaginary object with sounds and guess who works with it.

- TELEPHONE ➔ RECEPCIONIST
- CAR ➔ TAXI DRIVER
- BLENDER ➔ CHEF
- BALL ➔ FOTBAL PLAYER
- WASHING MACHINE ➔ HOUSE WIFE
APPENDIX 4

INSTRUCTION: Cut and put the picture under the correct occupation.

Instructions: Put the pictures under the correct occupation.

<table>
<thead>
<tr>
<th>Doctor</th>
<th>Hairdresser</th>
<th>Astronaut</th>
<th>Painter</th>
<th>Photographer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singer</td>
<td>Fire Fighter</td>
<td>Waiter</td>
<td>Farmer</td>
<td>Cook</td>
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<td>Teacher</td>
<td>Carpenter</td>
<td>Dancer</td>
<td>Secretary</td>
<td>Magician</td>
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<tr>
<td>Taxi Driver</td>
<td>Pilot</td>
<td>Actor</td>
<td>Nurse</td>
<td>Police Woman</td>
</tr>
</tbody>
</table>

liveworksheets.com
APPENDIX 5

INSTRUCTION: Make sentences with the following occupations and verbs.

OCCUPATIONS:

<table>
<thead>
<tr>
<th>DANCER</th>
<th>RUNNER</th>
<th>BAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITER</td>
<td>SCIENTIST</td>
<td>ENGINEER</td>
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</table>

VERBS:

<table>
<thead>
<tr>
<th>BUILD</th>
<th>DANCE</th>
<th>RUN</th>
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</thead>
<tbody>
<tr>
<td>DISCOVER</td>
<td>WRITE</td>
<td>BAKE</td>
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título: Recursos no verbales en la comunicación: gastos y movimientos corporales

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