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TITLE:

"BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017".

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AUTHOR:

MARIAM ELIZABETH PROAÑO PROAÑO

ADVISER:

ROBERT MONTALVÁN BURBANO, MBA

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AUTOR:

MARIAM ELIZABETH PROAÑO PROAÑO

TUTOR:

ROBERT MONTALVÁN BURBANO, MBA

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STATEMENT OF AUTHORSHIP

I, Mariam Elizabeth Proaño Proaño with ID number. 130825900-9 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "Body Language to increase the Speaking Skill of students of ninth grade at Escuela de Educación Básica Teodoro Wolf, Santa Elena, Province of Santa Elena, school year 2016-2017."Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____
Mariam Elizabeth Proaño Proaño
ID# 130825900-9

ADVISER´S APPROVAL

In my role as Adviser of the research paper under the **Title "BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017."** prepared by MARIAM ELIZABETH PROAÑO PROAÑO undergraduate student of the English Language Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the Board of Examiners.

Sincerely

_____

Robert Montalván Burbano, MBA

BOARD OF EXAMINERS

DEDICATION

I dedicate this work to my parents who were with me every day, in each problem being my guide.

To my family which gave me the support and patience during the development of my research, without them none of this long process would have been possible.

Mariam.

ACKNOWLEDGMENT

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MARIAM ELIZABETH PROAÑO PROAÑO
C.I. 13082590-9

PENINSULA OF SANTA ELENA STATE UNIVERSITY

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Author: Mariam Elizabeth Proaño Proaño

Adviser: Robert Montalvàn Burbano, MBA

ABSTRACT

This paper investigated how young English language learners reacted to the implementation of movements and gestures in order to enhance their speaking skills in the classroom. The TPR Methodology is the primary resource which contributed to provide innovative strategies in the English as a Foreign Language (EFL) classroom, this should be implemented so that students could feel motivated to develop their English communicative skills. In this study, common movements motivated students to be continuously engaged. For this reason the English teacher has a relevant role of guide and she should keep the interaction between students in the learning process, creating a good rapport. The participants of this qualitative study, young English language learners, were observed in a constructivist atmosphere, while data was gathered from observations, interviews and surveys. Speaking is an essential skill which could be developed through using Body Language which promote the enhancement of this skill. Using mimics and movements is one appropriate way to integrate Body Language in EFL classrooms and it provides opportunities to improve the speaking skills using it as a supplementary and highly beneficial resource. The present research shows the improvement of the speaking skill of the ninth grade students from Escuela de Educaciòn Bàsica Teodoro Wolf, with the help of a Body Language Manual, created especially for this study, in which through a series of dynamic activities they engaged in speaking activities.

Key Words: Body Language Manual, Dynamic, Speaking skill, dynamic activities, movements and gestures.

INTRODUCTION

There are many movements and gestures that we can identify and recognize in our daily routine. However, there are several gestures that we use to communicate something. Facial gestures and body movements are everywhere and we keep in touch with them every day. What do I mean by saying that body movements are everywhere? In the moment when we get up every day our body starts to make movements and involuntary gestures, with them, we can communicate our mood or feelings in other words our gestures are the "silent language". We all live in the world of movements, teachers and students, need to feel comfortable in the process of teaching-learning, teachers of the English language should take advantage of it and think of ways to interconnect students' attention with the body language opportunities for connecting them in the classroom.

The application of body language in the classroom allows students to increase their vocabulary in the teaching-language process and also their knowledge through topics that engage them to talk. Teachers need to provide activities where verbal and nonverbal behaviors reinforce each other as well as motivate their kinesthetic ability, by making a funny and interactive class. (Richards & Renandya, 2002)

This qualitative study attempts to explore how the students of ninth grade at Escuela de Educaciòn Bàsica Teodoro Wolf reacted to the application of Body Language as technique to help them increase their Speaking skills in English. Additionally, through a series of dynamic activities, this intervention sought to motivate ninth grade students to enjoy speaking in the EFL classroom.

CHAPTER I

RESEARCH PROBLEM

1.1   TITLE

BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017.

1.2   PROBLEM STATEMENT

A language is a systematic means of communication with the use of sounds or symbols. (Manivannan, 2016). It is the code that assigns letters or numbers, and that all people use to communicate and the most common language is English; people around the world transfer their thoughts and feelings with this language using sounds, gestures, signs, or marks and therefore English language is a necessary tool in a lot of contexts. According to them, language is learnt through use, through practice. In their view, 'the more one is exposed to the use of language, the better one learns'. In English the most important skill speaking is not the target in the language learning field at students from public, and some privates schools nowadays, also the entire classroom atmosphere is not center in a good communicative language teaching so, it relevants to teach how to speak using the appropriate methodological process to communicate ideas, concepts as well as moods, given students opportunities to use English meaningfully.

Furthermore, the historical circumstances in Santa Elena education system haven't given an easy and strong methodological process to acquire a foreign language. For years English has been taught just because the curriculum and most of the students study because they have to. Also through this limiting students learn from foreign experience in different education field.

On the other hand, in the process of English teaching it is useful to apply body language to support English teaching and also deepen students' understanding and memories with the aid of body language (Tai, 2014). Now Ecuadorian education system is undertaking reforms leaving behind the traditional approach, that thing indicate as trainer of foreign language to focus on non-verbal language and how it will affect students and how they react to it. We also observe students dominated by all kind of technology devices that allow them to watch and learn several ways of communicate non-verbally.

The application of body language in the classroom allows students increase their vocabulary in the teaching-language process and also their knowledge through topics that engage them to talk. Teachers need to provide activities where verbal and nonverbal behaviors reinforcing each other as well as motivating their kinesthetic ability and making a funny and interactive class. (Richards & Renandya, 2002)

It is possible and easy to identify traditional teaching practices at many public schools where there are not teaching resources to improve the language learning process through technology so teachers need to improvise when it is necessary. Therefore, this research can confirm that at public classroom school there are minimum 35 or 40 students and sometimes there are more than that and the interaction between teacher-students is less probable or difficult, teachers cannot teach innovative class or prepare activities as dynamics, games and others with our body. Teachers, through it, can involve the teaching class information making learners acquire it in a complete way. In class, most of students are often more attentive to what teachers do than what they say. (Tai, 2014).

At Escuela de Educación Básica Teodoro Wolf students of ninth grade do not see the English class meaningfully because they cannot react to a feedback, so this paper research considers the main need of English teacher as well as the use modern technological device that support their current language teaching as a

result of that they do not have enough interest or enthusiasm for the learning process of English as a foreign language, it is an important problem for this research to say some teachers limitation and how this affect students in this institution and as a result students cannot learn English because it becomes a boring subject and they cannot hold the interest in it for a long time.

The Total Physical Response (TPR) is a language teaching method created around the coordination of speech and action Asher (1978). This method contains demanding terms of linguistic production and that involves game as well as movements decreasing learner stress, he believes, and creates an optimistic mood in the learner, which facilitates learning. (Morretta & De Francisci, 2014) For those reasons this research paper is supported on this methodological process in order to improve the language teaching in some institutions nowadays. Facing students new generations trend this investigation want teachers reflect on what students from this generation expect about a foreign language classroom. As well as thinking about students study opportunities in a foreign country in the future.

On the other hand, teachers must improve their techniques according with the TPR Method to increase the desire to learn in students applying those techniques in each class. (Asher, 2003) Despite of teacher time limitations, the education field has changed because there are six out of ten teachers from high school and most of them are from private high school, they are improving their techniques according to the new trend in order to achieve the education ministry aim. Meanwhile, student's expectation increase in order to communicate using the foreign language.

Efforts to improve the effectiveness of language teaching have often focused on changes in teaching methods. (Richards & Rodgers, 2014) Such changes should move toward oral proficiency rather than writing activities. As everyone knows the twentieth century is characterized by change, innovation, technology (Richards & Renandya, 2002), as well as approaches in the language teaching in

order to develop competitive students in a foreign language because the world today is bilingual and the *Students of ninth grade at Escuela de Educación Básica Teodoro Wolf, Santa Elena, province of Santa Elena school* should face his goal and speak the foreign language more than before.

This is what this research pretends to confirm, contemporary students are expecting to use the foreign language through practical and relaxed exercises increasing their motivation as well as the opportunities to speak with teacher, classmates in a natural way. Also students want to take active part in the language learning and not only receptor of knowledge, where they should practice or talk more than teacher in class. Giving teacher opportunities to see what are student's interest and needs and not just give and follow instructions. Making hard students increase interest in English in their benefic it has for everyone around the world.

1.3 Significance.

The objective of language is to be a tool of communication, we communicate with others to express our ideas and of course to know different opinions. The goal of speaking skills in a language context is to enhance personal life. While is true the speaking is connected with the other skills, this influences in the development of the other three skills (listening, writing and reading) so the speaking skills improvement could be an advantage for being able to apply the English communicative competence. (Segura, 2012) The author claims teacher should reflect a language function on student's life and the relationship it has with their first language. Also to think about the language context and how it should involve students on the use of language into real life events or students interest.

Everyone has always a need to transmit information to another person and this to another one, once this is happening increase the learning process. Just one motivation is enough for student's intelligence to connect into relations with others to use the language. Motivation can only be used when the whole

classroom environment affect all human's behavior and sense. (Jones, 2009) This brings up to the questions of whether teacher is doing this, or just transmitting knowledge to his/her students without affect students as whole human. Considering language learning as a whole it will be possible to observe less teacher talk and increase students talk, because they feel confidence and teacher support when practice English. Nevertheless, the English classroom nowadays is still center in the teacher talking time, decreasing the students' participation.

Motivation consequences from the interface of both conscious and unconscious factors such as: (Jones, 2009).

1.   The intensity of aspiration or need.
2.   Incentive or reward value of the goal.
3.   Expectations of the particular and of his or her peers.

The problem of speaking English has not yet been solved at the Ecuadorian education system and *Students of ninth grade at Escuela de Educación Básica Teodoro Wolf, Santa Elena school*, feel frustrated that cannot compete in this modern world of media as well as achieve better opportunities to use this foreign language. In spite of those problems teachers and students have to make strong effort to focus their attention on the text.

Nowadays, body language is a sort of non-speaking language that plays a very significant role at the time to interact between teachers and students, cultivating the characters of students in school education. So, body language is implemented through gestures, manners and countenances, which include: facial expressions, body movements, eye contact and so on. (Tai, 2014) According to this, teacher and students spent a lot time development activities leaving behind the important class communication focus on language function in order to ensure students express their feelings without nervous or fear. In addition, all the benefit that body language provoke on students is not taking into account at high school. But this

research is going to show the importance of body language in the language learning.

Consequently, research has shown that all human communication takes places nonverbally, because when a teacher talk to students, learners focus on movement, enthusiasm, or any other physical actions understanding that the body also speaks and transmits information to an audience. So, through this, it is easier for Students of ninth grade at Escuela de Educación básica Teodoro Wolf, Santa Elena, to remember all what they see than all what they hear. Even though they are using body language, they feel self-confidence to talk more and not be aware of their mistakes.

This research paper has the purpose to encourage using body language as a means to increase their communication competence using the appropriate body language appearances, leaving behind the traditional boredom and monotone classes. Also this can help teachers to explore other forms of learning experience inviting students to respond in an enjoying way and not just master class rules, vocabulary provided by teacher.

1.4 Context of the problem

Increase the speaking skill of Students of ninth grade at *Escuela de Educación Básica Teodoro Wolf, Santa Elena* It is an important need due to the innovation and interaction students face in society or online. In order to achieve this goal and provoke students talk more than before body language must be applied using different activities to see students use their foreign language.

Nevertheless, the classroom environment as well as the language learning is still a generic style because learner is just someone who receives information or content passively. In contrast of this approach, language is our first resource of communication and through these we can share our ideas and thoughts with other

people. There are thousands of languages around the world but English is the primary language not only in British countries since there are many business and cultural spheres dominated by those countries. It is the language of education, culture and business. As such, it is an important and even necessary language to apply in our life. (Owlcation, 2015)

Regardless of the social conditions, modern technology device points out that speaking skills is a shared process of building meaning it involves the producing, processing and receiving information, thoughts and knowledge. Its procedure and sense are reliant on the context in which it happens, including the members themselves, their cooperative experiences, and the physical environment. (Highlu, 2016).

This language is engaged with education, communication and technology in all societies that is why everybody needs to learn this language in order to get in touch on an international level. Speaking it will better our communication with people from countries all over the world, not just native English speakers. (Owlcation, 2015) With this in mind this research pretend to change those approaches in *Students of ninth grade at Escuela de Educación básica Teodoro Wolf, Santa Elena, province of Santa Elena*.

The implementation of body language to teach English could be a good way to catch their attention therefore the classes will be more interesting and productive. In the research were involved English teacher of the school, students and also the managers of this institution because all of them need to be prepared for a better interaction between the two factors teachers-students.

Meanwhile this research paper can assert that Students of ninth grade at *Escuela de Educación Básica Teodoro Wolf, Santa Elena*, don't feel inner readiness to practice their English and also teacher do not help learners to be involved in

response activities in order to act out when they heard meaningful language before to start to speak out a foreign language in or outside classroom.

Taking this into account children are capable to construct their own knowledge based on their experiences. (Vygotsky, 1997) In this way children in the classroom can learn about everything that they see into this context, any gesture, facial expression or movement by the teacher influences language learning or by their own body language. Ecuador is a country with a big fluency of foreign people for that cause; the English Language exists all over the places, since this open up the doors of our future and for other generations. Ecuador has many touristic places for example La Peninsula de Santa Elena where there are thousands of foreign people (North-American people) The need to form students capable to use the English increase nowadays because the power of business is bigger than years ago. So it is important to consider the teaching of English for children and teenagers in order to face his/her future as well as they improve the foreign language knowledge.

1.5 Research Questions.

➢ The application of Body Language will increase the Speaking Skills of students in ninth grade at Escuela de Educación Básica Teodoro Wolf?

➢ What is the speaking level in ninth grade at Escuela de Educación Básica Teodoro Wolf?

➢ What are the methodological process does the English teacher apply to increase the speaking skills in ninth grade at Escuela de Educación Básica Teodoro Wolf?

1.6 Rationale

During my English class practices had an opportunity to interact with students at ninth grade at *Escuela de Educación Básica Teodoro Wolf* and immediately they say they cannot follow teacher commands or approach so being the main reason why this research started center students' needs. Now the proposal becomes mandatory in this way because students say why they have to study a language that never are going to use in this country, so the lack of interest and behaviorism extreme said the language process is still involved in repetition and reinforcement given that the language learning is just an only cognitive process. (Coelho & Rivers, 2004) And all this prevents teachers and students to let behind the conform zone and learn in a friendly atmosphere. Besides through current techniques, song, games, this research pretend students acquire language even issues, exploring innovation in the way contemporary learners are involved and through this seeking balance between teacher competence and student's opportunities or needs. So students at ninth grade at Escuela de Educación Básica Teodoro Wolf will experiment the benefit body language has in language learning and role of teacher to increases students participation using their foreign language.

1.7 Research objective.

The application of body language to increase the Speaking Skill of students in ninth grade at Escuela de Educación Básica Teodoro Wolf.

1.8 Idea to defend

Body Language with pedagogical process and activities will improve the Speaking skill of students in ninth grade at Escuela de Educación Básica Teodoro Wolf.

1.9 Scientific Tasks

1. Establishment of the theoretical framework to recognize the best methods of Body Language for the increment of speaking skills.

2. Determination of the methodological process applied on the increasing of speaking skills level in ninth grade at *Escuela de Educación Básica Teodoro Wolf.*

3. Recognition of Body Language as an effective way to increase the Speaking level in ninth grade at *Escuela de Educación Básica Teodoro Wolf*.

CHAPTER II

THEORETICAL BASIS

2.1. Philosophical basis

Nowadays, to know a foreign language is important in the world because it facilitates people movement easily from one country to another. We cannot reject the benefits of English Language because it helps us to open new doors to express thoughts and feelings, to exchange points of view and to talk with other people. (Byram, 2008). Furthermore, in Ecuador, speaking in another language is significant today due to three basic aspects. First, the English Language is being used in Ecuador for the advertising of tourist businesses. Second it is a means to communicate in the interrelated and autonomous world. Third, English is the basic communication instrument to get a studentship from the Ministry of Education and go to study in a foreign country. Finally, the importance of English is also revealed when Ecuadorians move away and get an effective way of life because they can communicate by English.

According to (Piaget, 1952) each child crosses over the stages: Sensorimotor, Preoperational, Concrete Operational and Formal Operational in the same order, and no stage can be missed out .There are individual differences in the frequency at which children progress through stages. He thought that these stages are universal. Children from 11 years old and more are in the Formal Operational stage which consists in manipulate ideas on the head that means abstract reasoning. (Waring, 2006)

In his research about children he stated that children are capable to construct their own knowledge based on their experiences. In this way children in the classroom can learn about everything that they see in this context, any gesture, facial expression or movement by the teacher influences human being as whole in the

language learning contemporary context or by their own body language. He said that children are sometimes intrinsically motivated to learn all the time but teachers need to reinforce this motivation into the classroom the times that are needed.

In this context and according to the author, being an influential teacher is not what someone worries about in every day classroom because just focus on texts or curriculum and the reality at ninth grade at Escuela de Educación Básica Teodoro Wolf it is not different. Apart from this as everyone can see the limit time teacher has because he prepares a lot of necessary document for the education ministerial, it reduce the time, as well as there is not time for teacher to prepare creatively his next class. On top of that, every book presents current trends for teacher and expects them to get the best for his students but classroom reality as it is familiar to see it is always the same because the teacher`s enemy will always be the instructions, the curriculum and the need of relevant life knowledge. It means to educated students focusing on the target language, as well as taking into account human's stages to the acquisition of a foreign language.

The Cognitive development is constituted by two aspects: adaptation and accommodation. First, the student realizes what is happening in class and catches the information he/she understands about the topic and finally adapts it and accommodates it in his/her life. What the author refers is to create a nice child environment because that helps to assimilate the new information through operation that they will never forget as well as provoke new changes in life to learn. There is no doubt of the way a child acquire something, and the relationship it has with their age and characteristic. All of this should force a teacher leave behind the traditional classroom and walk beyond the learner expectation that normally has of an English class. Play with the imagination and emotion of children in order to acquire a foreign language. Explaining the benefic it has for them in a contemporary world. (Piaget, 1952)

According to Vigotsky, (1993) "Children with disabilities tend to have a special need for detours, i.e. in other special educational environments. This century may provide necessary conditions for the cultural introduction of children with disabilities and realization of mankind's inherent socio-cultural experience". Depending on the use of the body language by teachers can increase the learning of children with disabilities. All that human being can do is proved through history, the limit is just caused by extreme conditions that impede real experience for learner engagement into new context. It means teacher has constantly reading how to create new condition environment that help learner to improve their foreign language knowledge.

Qureshi, (2005) points out the four language skills, listening, speaking, reading and writing are important but the ability to speak skillfully, offers the speaker with several different benefits. The capacity to express one's opinions, feelings and thoughts, in the form of words put together in an expressive way, affords the speaker with these advantages. This paper pretend underline the target language and how this was carried on for many years in the high schools. It is probably that not enough attention was given to English subject as main tool to explore the communication around the world, their benefits as a Lingua franca has, it means to communicate and interact internationally with other cultures. Furthermore, how this social influence increase every time. "English as a Lingua franca has emerged as a way of referring to communication in English between speakers with different first languages". (Seidlhofer, 2011) Because it is a functional tool that is used for communication, business, or travel around the world. For that reason this research paper wants to contribute with the development of students speaking skill.

Motivation is the heart of teaching learners of all ages and all abilities, with a better motivation we are capable to understand and support anything. (Long, 2005) This motivation is actually important because children and teenagers get distracted easily so, teachers must catch their attention and impulse them to learn

and provoke their participation in class. But, Are teachers planning and practice social cultural characteristic into classroom? Although, that not means they are not able to teach, it means the strategy is the same every single day, it's also claims the intention of motivation is to affect students behaviors, is to provoke an specific stimulus, or disposition to acquire something, even to maintain a social and confident atmosphere in the language process.

According to James (1978), students learn a second language by physical performance actions based on the commands, the teacher gives and then, there upon on the commands of other students. Nowadays, TPR method is useful in the process of teaching-learning because with the movements and dynamics students are engaged with the class and they can have a good adaptation of the knowledge. According to this new century, and other technology development, a teacher have to teach new generations that is involve and all kind modern, fantasy world, which ask teacher enable to engage students in a foreign language classroom as well as live a language though the use in real life, or normal situation.

On the contrary, the learner-centred approach is characterized by learning through doing as well as integrating new skills and knowledge from both past and present experience. (James J, 1978). A good teacher does not expect students know everything. A good teacher always is innovating new classroom experience considering all kind aspect to integrate to a specific situation in order to fix or improve skills according to the new trend, giving student opportunities to learn from those experience, feel passion for the new knowledge, and look for better job opportunities.

That idea that action can play some role at least in explaining the nature of representation is one associated with views of the mind that fall under the broad rubric externalism. Externalism however takes different forms and these differences are not only important in themselves but also crucial for our purposes. (Rowlands, 2011) It stands to reason that if you ask a child to choose between

watch a movie and read a book, a nowadays child will choose the movie because it has characters the influent most in behaviors than a book. A child idea is looking for someone the model his life or the way of thinking when they watch anything.

Actors have to be masters of body language to convince us to believe in the role they are playing while at the same time helping us to "suspend our disbelief" so that we can engage with and put our own emotions into the performance. (Borg, 2009) So the author point out using body language a good teacher enhance your own communication with style as well as students´ brain stores memories, this will be the impression that is remembered. As far as the increasing interest for non-verbal communication because people walking around for attracting others, in different circumstances, even the media influence is so powerful to make people acquire the direct or indirect message. Everyone know that in order to interact with other people they have to prepare emotions they want to transmit it knowing themselves first, so people usually watch nonverbally messages in order to deal with someone.

"Who can forget images of Charlie chaplin….. and groucho´s (Mark) eyebrows?" this is a clear example how people observe and discuss something how it influent in life, behaviors. Also how people can create strong communication using this nonverbally language. Just when this happening a great motivation born, and participants feel satisfaction to communicate what, and how they feel. (Bailey, 2016).

The motivation can be intrinsic or extrinsic. According to White (2000), "Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence". This phenomenon of intrinsic motivation was first recognized within experimental studies of animal behavior, where it was discovered that many organisms involve in exploratory, playful, and curiosity-driven behaviors even in the nonappearance of reinforcement or prize. As a result,

learners are more probable to begin a task they actually want to do and continue working even if they are occasionally broken up or frustrated in the process. (Larson, 2000). In view of these principal of humans being this research papers underline the important of teacher motivation in student's motivation.

2.2 Pedagogical basis

According to Harmer (2000), there are many views of the place of English in the world and what it is doing and has done. The importance and the use of English is essential for getting a good job or a way of communication with other people, because it is the most important language in different areas.

The Education is the process of obtaining general knowledge, it improves the controls to get a good learning organizing oneself or others in a knowledgeable way for the future (Harmer, 2000). The education is changing the development of people and help them in the life because it provides with the information which help to resolve problems. That is why teachers mind also have to change, approach has to innovate, and goals have to satisfy the needs of people to expand their communication.

Harmer (2000) said that language learning is a dynamic process. It is not enough for learners just to have the necessary information. The person has to develop the ability to interact with others by gestures movements and facial expressions as a result a foreign language simplify the development of the people and giving them a singular skill. For the simple reason that learning happen not only in the classroom, it means every single time people learn something useful, so have fun in the language learning process should be the key for new teacher generation.

There are many studies about the body language one of them is about the application of it as creative technique to reinforce the teaching-learning process (Carey, 2014). Our body language can imply at our mood. Scientists now find that

perceiving subtle variations in your trunk and head movements can guess creative output or learning skills. For the great majority of people body language influence all human behaviors, from a simple picture in a magazine until a great performance of famous actors on TV. The author also point out mood and how it prepare students to the new context to master any other grammar rules.

The ability of rapidly examine it other person's body language, expression or to get a rapid read on what they're feeling or thinking is a nearby trick that most humans have. By virtue of that, people continually examine other people movement, gesture, and so son, a teacher in a class must be someone who students expect to see more than any other subject. Because a teacher should engage with students into a meaningful foreign language atmosphere. That is to say as a teacher must provide real world context, focus on students interest, where they practice English using authentic material, as well as topic related to real life in order to expand their cultural knowledge. In this context, the classroom interaction will increase and improve the student's motivation to study English.

The Ecuadorian Government's academic aim is to guide students on The English Language Learning Standards. It expresses that each secondary school graduates possesses a B1 Level and the students of eighth, ninth and tenth grade with an A1 level. In our country some professionals are developing some plans in order to improve some English skills. In other hand as an English trainer is important to not avoid students need and interest according to their ages. As well as establish a balance between the theorist and the practice of language, and make students able to communicate in English should be the main aim.

We can guess how someone feels trough his/her gestures and facial expressions, teachers estimate when a student has a problem in the teaching-learning process. (Chapman, 2017). A teacher should be able to show students professionalism face and a real person, someone who share real experience, no matter what mistake

they do, as well as it reminds teacher "when he was a student" and adopt effective decisions to transform every students step in self-confidence.

We are losing social skills, the human interaction abilities, how to read a person's mood, to read their body language, how to be patient until the moment is right to press a point. Too much exclusive use of electronic information dehumanizes what is a very, very important part of community life and living together. (Nichols, 2017). Our world is involved everywhere by technology and education has changed with the use of it but teachers need to know how engage students with them using gestures movements and other body resource.

A good teacher should follow all about the guidelines of teaching oral language and apply them like in Berlitz schools have been applied (Richards & Rodgers, 2014)

Never translate: demonstrate
Never explain: act
Never speak too much: make students speak too much
Never be impatient: take it easy

In comparison with those guidelines of teaching oral language and to understand student's failures in this English skill, the language teaching have to reflect what kind perception students are acquiring about the language. In the other hand what should be the deep impressions students must face every day in the classroom. It clear the education proceed in the ninth grade at Escuela de Educación Básica Teodoro Wolf is not lined up at the students' performance of English. So this paper research pretend cooperate with teacher with enthusiasm to pay attention to students participation consider the way to use the language and how to engage them into a conversation.

2.2.1 English language at general basic education

Learning and speaking more than one foreign language is vital in order to interrelate and communicate in today's globalized world. Therefore, the present education has the defy of causal toward the progress of students' skills (a) to live together in their native communities, and (b) to take a more protagonist as residents in the world. (García, 2011).

In order to achieve such challenge, the Ecuadorian Ministry of Education (MinEduc) admits the following three main problems: -The importance of the English language as a tool which prepares individuals to understand people and cultures away from linguistic and earthly limits; -The need to bring into line the English syllabus to standards like the Common European Framework of Reference:

Learning, teaching, assessment (CEFR)—which is internationally known and provides a common basis for the elaboration of language curriculum guidelines and curriculums; and that the Communicative Approach is now the most predictable, accepted norm in the field of English teaching-learning process universal because it includes an academically knowledgeable set of ideologies about the environment of language. (Richards, 2006).

Furthermore, and according to Richards and Rodgers (2001), the English language curriculum of Ecuador identifies that the key objective of the present English syllabus, helping students develop their communicative language skills through the respect of the principles:

- Language is a system for the countenance and transport of meaning.
- The primary function of language is collaboration and communication.
- The structure of language reflects its functional and communicative uses (Min.Edu, 2014).

The Ecuadorian future education program, must focus on the communicative competence of students, collaborative classroom environment where teacher and students experiment the language function through creative and relaxing as well as student's interest issues in order to achieve the main goals of government to educate competitive citizen for this world. The path is still far away but not impossible to achieve, all in this research in thinking in the future generation of Santa Elena to go ahead and look for better and stronger language skills that enable people to satisfy their need in relation with this modern world.

2.2.2 Gestures

Gestures are significant in human communication because they alive conversations, clarify mistakes, and express feelings deeply. (Axtell, 1997) Classified gestures into three key categories: a) Instinctive b) Coded c) Acquired.

a) Instinctive gestures are the type of gestures that we achieve almost automatically. For example when people cross arms, this is typically a sign of attitude of self-defense. People also tend to smack the back of their heads unconsciously when they are abruptly astonished or surprised. This category of gestures is more normal worldwide than any of the other groups of signs.

b) Coded or procedural gestures are more specific gestures. They are settled above by groups of persons sharing the identical activity. Some examples of these types of gestures are hand gestures used by football referees, judges, stock brokers, airport attendants and film makers. These gestures are often used and understood only by select groups of individuals.

c) Acquired gestures are informally generated gestures. They differentiate the culture, the community and the religion. The origin of these gestures is

quite difficult to track. For example the "O.K" sign and the hand movement as in Hello or Bye. Like language, the relationship between these gestures and their meaning is usually random. These gestures tend to get over the other categories.

A problem that is often debated nowadays is that of students perception about English when they used to say "it again" and this could be by the subjects or the traditional teacher behavior. So, if the first teacher impression does not help learners to build "rapport", everything will be in vain, it means teacher personality through gestures, eye contact, and so on are very important in the classroom as well as in the street or any other public place. It helps everyone to take care the body language, even in the classroom where students are expecting to live other culture, behave, like foreign really is. Also students of ninth grade will experiment good, positive classroom relationship and therefore, success in their language learning process.

2.2.3 Speaking skills

It is the most important communication skill. Having a good vocabulary and pronunciation in English is something that takes time like a "talking classroom" (Harmer, 2011) but this is constant work involved in simulations and role play where everyone act and improve this difficult skill. So the teacher roles, student's roles often allow real life situation in the participant hard to forget like spontaneous conversation, discussion, all of this provide opportunities to improve their skill and engage in any other context.

2.3 Types of speaking

2.3.1 Speaking Confidently

Good communication is the key to achievement, whether you're speaking in front of big spectators or annoying to get a point through to a new friend. If you want to know how to speak fine and confidently, you've got to trust in yourself, speak carefully and slowly, and have solid convictions about what you're saying. If you want to know how to sound intelligent and considerate when you speak you must follow this tips: (Saylor, 2008).

1. State your opinions with conviction
2. Make eye contact
3. Have confident body language: (Have a great posture, do not fidget with your hands, avoid pacing around too much, keep your body and face relaxed, avoid slouching)
4. Use gestures only when necessary.

In order to strength student's communication skills, confidence, and so on, the language teaching process should consider the emotions, or student's interest first of all, because those principal support students success before mastering any grammar rules which students have to deal with in a regular classroom.

2.3.2   Informal Conversation.

 Informal conversation occurs when you spend your time with your friends, and have fun. Depending on how near you are with your friend's casual conversation can go so remote. Save it clean if you need to but frequently there are no limits. (James, 2008).

The foreign language doesn't come to people like a fairy tale. The use of a foreign language need to be practice much as possible, because only the practice make enable students to take part in a foreign language conversation environment.

2.3.3 Formal

Formal conversation happens at work and it is an important necessity skill. If you don't know how to maintain a conversation also with frequently jokes around is not a good signal. With formal conversation always there are conducts to meet and greet others, effort hard not to step over the line that could make a situation tense or uncomfortable.

(Rizvi, 2005) There is an informal conversation before to begin a formal conversation. It is impossible to deny it, the point here is emphasize it in order to develop that informal conversation inside the classroom, teaching students do not fear about how many mistake they will make but accept mistake like part of main goal achievement it mean the use a foreign language correctly. With all of this every classroom undertake practices to improve student's pronunciation, every small effort with the foreign language adjust and improve the voice to maintain conversation.

2.4 General Speaking Skill.

Speaking is the distribution of language through our mouth. To speak, we create a lot of sounds using some parts of our body for example: the lungs, vocal chords, vocal track, teeth, lips, and the tongue. Speaking skills is the second of the four language skills. Nowadays technology has improved communication, it means it is not difficult to see people using a smart phone over the street sharing messages, recorded message, ideas, etc. the point is people spend a lot time communicating with the use of technology, and learning from it, and others people around the world. However there is only one problem that is not helping people in real life situation, that is speaking English confidently. (Wainwright, 2010)

In real life, we do not repeat what others say, we make our own sentences and dialogues. (Baker, 2003). People experiment in real life that they cannot

communicative confidently and that is because they never tried to use to discuss an issue inside the classroom, or to give personal opinion about some facts or situation that happen daily in other countries or even in our country. Now the disadvantages with the technologies is when people can see or experiment the emotions or feeling that happens when somebody face to face. It means the way foreign people react or feel cannot be replace by technology, so teacher should be the first person to influents learners in the acquisition of this language.

This voiced form of language usually needs at least one hearer. When two or more people speak to each other, the conversation is named a "dialogue". Language can flow logically from one person to another in the form of dialogue. It can also be premeditated and prepared, as in the delivery of a speech or performance. Of course, some people used to talk to themselves! Indeed, some English learners practice talking standing on your own in front of a mirror. (Bailey, 2016). The dilemma here is how much time students have to expose their point of view or just to use what they are learning. It is fundamental to pay attention to this situation and observe if the language teaching is just focus on structural pattern forgetting the social role and interpretation it has. Because it is crucial include in a context cultural aspect as well as interaction or intention on specific field of life.

2.5 Components of Speaking Skills.

2.5.1 Grammar

It is needed for students to position a correct sentence in conversation. A student's ability can operate structure and to distinguish appropriate grammatical form in proper one. The utility of grammar is also to learn the correct way to improvement know-how in a language in oral form. (Tomlinson, 2008).

2.5.1 Vocabulary

Vocabulary means the suitable language which is used in communication. Without sufficient vocabulary, one cannot communicate effectively or express ideas in oral form. Language teachers, therefore must process considerable knowledge on how to create an interesting classroom so that the learners can achieve a great success in their vocabulary. (Johnson, 1996) In order to develop student's creativities and intentions to communicate in English, students must know enough words and others expressions to transmit emotions effectively. That emotions starts first of all when teachers engage learners to the topic and provoke reactions to practice the language.

2.5.2   Pronunciation

Pronunciation is the technique for students' to produce vibrant language when they speak. It deals with the phonological procedure that refers to the mechanisms of a grammar made up of the features and principles that regulate how sounds vary and form in a language. (Block, Loye, & Swan, 2001). It means leave back the myth if someone doesn't sound like native speaker he doesn't speak English, what the research pretend to show us is the language can be developed in any cultural society with different kind of accent, where the language is used and understandable. The important aspect of pronunciation in our school nowadays is give students the opportunity to pronounce every single word they heard, leave them develop themselves the language every single moment. It means focus on what they do in the classroom and how they produce sounds spontaneously.

2.5.3   Fluency

Fluency can be distinct as the ability to speak fluently and accurately. Fluency in speaking is the object of many language learners. Signs of fluency contain a reasonably or faster speed of speaking and just a small number of breaks. These signs indicate that to speak does not need a lot of time examining the language items needed to express an idea. (Cummings & Petscher, 2015). The author with

this objective pretend students spend most of the time practice English in order to achieve fluency and not just master any specific skills of the language. Its means discover and include others paralinguistic features of language. Live the experience of hear the kind of accent in English exist around the world through the different visual resource everyone can found over the network. Use their expressions, idioms, or slang, even as joke between friends, easily engage students to repeat over and over again in order to acquire fluency in a language. Because the language fluency of a teacher influent in students thinking at all, provoking reaction to practice or use the language appropriately.

2.5.4   Multiples intelligences

(Stanford & Gardner, 2003) defined the various intelligence areas as follows:

Verbal/linguistic intelligence: the production of language, abstract reasoning, symbolic thinking, conceptual patterning reading and writing. This principle is true not only because the production of the language but because students also understand abstract things in order to solve problem to communicate in English successfully.

Logical/mathematical intelligence: the capacity to recognize patterns, work with abstracts symbols and discern relationships. Because patterns not only comes from texts. Students also focus on teacher`s mood or attitude towards the students language acquisition.

Visual/spatial intelligence: visual arts, navigation, mapmaking, architecture, and games requiring the ability to visualize objects from different perspectives and angles. In other words, students from this century not only learn in the classroom, but they also learn from the web, social network, TV, for that reason as a teacher should provide real resources that open interaction using even modern tools like audiovisual media, or technology.

Bodily/kinesthetic intelligence: the ability to use the body to express emotion, to play a game and to create a new product. It means the body language, mood, gestures, are an important part in the language learning because students involves easily in the topic when as a teacher focus on his/her emotions to learn English, because students use their knowledge spontaneously, their interest to communicate increase over and over again.

Musical/rhythmic intelligence: capacities such as the recognition and use of rhythmic and tonal patters and sensitivity to sound from environment, the human voice and musical instruments. The great advantage with this kind intelligence is that involves the whole human being capacities to repeat sounds, words, and improve the pronunciation when the English song is used for instance.

Interpersonal intelligence: the ability to work cooperatively with others in a small group, as well as the ability to communicate verbally and nonverbally with other people. This kind of intelligence is so important in term of practice the English language with small group if they still are scared to talk in from of the class. Students want opportunity to express emotions with those who feel confidence, even if the teacher is the first person who inspires this confidence, the ability to speak increase more than before.

Intrapersonal intelligence: the internal aspects of the self, such as knowledge of feeling, range of emotional response, thinking process, self-reflection, and a sense of intuition about spiritual realities. This kind of intelligence help students to face their emotions, and process all the information provided by the teacher in authentic conversation inside or outside the classroom.

Naturalistic intelligence: the ability to recognize patterns in nature and classify objects, the mastery of taxonomy, sensitivity to other features of the natural world, and an understanding of different species.

Existential intelligence: the human response to being alive in all ways.

This intelligence become important for this research because consider the leaning not only cognitively but also functional because take into account real world context.

Considering those Multiple Intelligence philosophy and expand toward the education, specifically in the language learning process, students failure will be reduced at least more than before. Because the perception of human being will be not the same after those principles. Even students language production increase due to the fact of personal values or self-identity they will experiment after the application of those principles. Furthermore, be aware of the kind of students intelligence make the learning experience relaxed for students and teacher as well as the methodological process becomes the topic in something practical. So both authors illustrate how the intelligence and his relationship with others human capacities support learning styles in a classroom from this century.

Finally, that is why those philosophical principles are so important for this research paper because the learning environment will be rich and all aspects of the language focus on interaction and communication rather than just complete sentences on texts.

2.5.5 Kinesics

According to (Elfatihi, 2005) Kinesics mentions the use of body movements and gestures. In detail signs are fragments and piece of the human nonverbal communication system. Occasionally, it is called the silent language. Separately from gestures, postures and body movements are measured as effective means of communication that wake up interactions. The interlocutors have admittance to an extensive variety of means of communication, containing body movements and gestures. (Knapp, Hall, & Horgan, 2013). People around the world interact every single moment in different way, and the school environment it is not an exception

it means no everybody plan or prepare what they are going to say in a conversation, so what a teacher still ask students to prepare a structure sentence when they want to express something. But the common student answer is "I want to say something but I do not how to say"

Constructivism is an educational perspective that is associated with how knowledge is created by individuals. It´s emphasize on practical exploratory education. (Tummons, 2014) It means every day students and teacher have opportunities to create new experiences to construct new knowledge to explore the world during and after the school life. Perhaps it is not a big deal, but not to pay attention to this is to deny students future opportunities and even future professionals for the country.

General functions of Gestures with speech: (Auer, Couper-Kuhlen, & Müller, 1999)

Conversational function considers gestures improve the comprehension and the reciprocity between the participants. So the author also emphasizes how gesture convinces and influences the interlocutors in order to students associate.

However, the general function of gestures of a teacher today is just to transmit authority and respect. It´s clear for this research to center teacher´s attention on how useful is body language in order to communicate ideas, feeling to others. To work against the lack of information about this function is others aim this research pretend to show in order to improve the learning environment of students in ninth grade at *Escuela de Educación Básica Teodoro Wolf*.

Interactive gestures help maintain the conversation as a social system and make reference to the interlocutor. (Auer, Couper-Kuhlen, & Müller, 1999).

2.5.5.1 Body and language

As language learners are learning the language through dramatic activities, it is assumed that their creative ideas and thoughts are sometimes inhibited by their lack of linguistic expression and therefore utilizing, their body language stretches their imagination out of their linguistic boundaries. (Bräuer, 2002). So what the author points out is as a teacher we should reflect and how dramatic acts close to body language is so important in the negotiation of meaning and how a student connects it with their brain, vocabulary, to take part in a communication environment because the experience they have it is traditional, it means write sentences, read, or answer questions from the text. So the reflection here is to guide every content towards real social functions that allow students use the words and phrases they are leaning.

For many years students have received the English subject just because is feedback about what they learned the year before, even though teacher is just a transmitter of information and though this deeper learning never occur because the lack of real experiences inside the classroom. "In her teacher-as a researcher study of using educational drama in an English class to thirty-three Taiwanese college students, Kao (1994) reported that her students demonstrated high interest in contributing to conversation in term of speech, and positive perception about language proficiency". (Bräuer, 2002).

2.6 Legal Basis

The Constitution of Ecuador (Article 343) establishes that:

The National Education System shall be to the development of individual and collective capacities and potentialities of the population that enable learning, and the generation and use of knowledge, skills, arts and culture. The system will as center to the learner and work flexibly and dynamically, inclusive, effective and efficient. The national education system will integrate an intercultural vision

harmony with geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.

The Law of Intercultural Education on its article 1 h) Inter-learning and Multi-learning states that it is considered to shared inter-learning and multi-learning as instruments to enhance human capacities through culture, sports, access to information and technology, communication and knowledge, to reach levels of personal and collective development.

On the other hand this article in literal b) Plurilingüismo establishes the right of all persons, communes, communities, peoples and nationalities to form in their specific language and in the official languages of intercultural relations; as well as other relationship with the international community.

Finally, The Childhood and Adolescence Code establishes on its article 37, numeral 4, It ensures that children and adolescents have teachers, teaching materials, laboratories, locations, facilities and resources and enjoy a favorable environment for learning. This right includes effective access to early childhood education from zero to five years, and therefore flexible and open programs and projects handmade to the cultural needs of learners will be developed.

Students are in constant change, it means, behaviors, voices, knowledge's, all of this because the technology has influenced the students mind, and all the wide recourses from internet make people`s everyday life. Furthermore it is impossible to give a message with those separately, it means to say something without the use of any nonverbal resources, because one complement the other and viceversa.

CHAPTER III

METHODOLOGY

3.1 Research approach

This chapter deals with the methods used in the study.   A comprehensive discussion on how the data was obtained, validated and treated is presented herein project.

BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACION BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016.

3.2 Level or type of research

Field Research.- It will be important and necessary to get updated information on the current status of Escuela de Educación Básica TEODORO WOLF in the English Area regarding the application of Body Language during the language learning process, as well as students speaking level to communicate ideas. It will be applied in the context of ninth students since it is the target population involved in the problem. In other words, interviews, observations, conversations were used in order to collect all necessary information for this research.

Bibliographic Research.- It allowed to search selection of scientific-theoretical fundaments on the subject of investigation focus on the main topics listed within the theoretical framework related to English Speaking Skill and the use of Body Language during the language learning process. All the references, material were

founded using important book and other source were taken from UPSE library in order to develop this research.

Descriptive Research.- Through this research it was not difficult to understand the speaking level of students and their relationship between the stated problem *(of the Ninth Year Students Escuela de Educación Básica Teodoro Wolf)* and the proposal (to increase Speaking Skill through the application of Body Language)

Applied Research. - This type of research will allow the implementation of Non Verbal Communication known as Body Language in order to increase the Speaking Skill of Ninth year students from *Escuela de Educación Básica Teodoro Wolf.*

3.3 Population and simple

3.3.1 Population

The population of this research is composed by all the 160 students of the ninth year from Escuela de Educación Básica TEODORO WOLF.

CHART 1#: Population

Nº	Descripción		Quantity	%
01	School´s Principal		1	0.60
02	English Teachers		3	1.80
03	Ninth year students from Escuela de Educación Básica TEODORO WOLF		160	97.6
TOTAL			164	100 %

Source: EGB TEODORO WOLF   **Author:** Mariam Proaño

3.3.2 Sample

Since the size of the population is manageable, the 100 % of the population will be studied. It means that no sample size formula will be applied.

3.4 Variables operationalization

3.4.1 Independent Variable: The application of Body Language

CHART 2#: Independent Variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	BASIC ITEMS	TECHNIQUES
The application of Body Language as an effective pedagogical process to increase the speaking skill and supporting deepen students understanding and memories of language.	Learning Process Speaking activities Body Language	English level Pedagogical process Interactive Movements Communicative opportunities	Are students able to communicate in English using the appropriate skills? Does the teacher apply the right and appropriate teaching methodology in the classroom? Are the teachers able to use Non Verbal Communication in the classroom? Will the use of Body Language increase the Speaking Skill of ninth year students? Are the teachers able to use Body Language in the classroom? Will the application of Body Language increase the Speaking Skill at ninth year students?	Observation Interview Survey

Source: Escuela de Educación Básica TEODORO WOLF
Author: Mariam Proaño
Dependent Variable: Increase speaking skill level

CHART 3#: CONCEPTUALIZATION   CATEGORIES   INDICATORS   BASIC ITEMS   TECHNIQUES

CONCEPTUALIZATION	CATEGORIES	INDICATORS	BASIC ITEMS	TECHNIQUES
Increase speaking skill level of the ninth year students from Escuela de Educación Básica Teodoro Wolf.	Pedagogical process to speak Speaking activities. Speaking level of students.	Update methodological process to improve speaking skills Creative activities to enhance students speaking skills Deepen understanding of foreign language.	Are students increasing their skills? Does the teacher promote the English Learning through innovative activities in their students? Will the Body Language increase the speaking skills of the students of ninth year from the Escuela de Educación Básica Teodoro Wolf?	Observation Interview Survey

Source: Escuela de Educación Básica Teodoro Wolf
Author: Mariam Proaño

3.5 Data collection

3.5.1 Techniques

The following techniques will be applied during this research: Observation, Survey and interview, which will facilitate the research development making it easier to explain the relevant information during the time of the research without it everything may not be possible.

3.5.1.1 Observation

It will be applied directly to the students of ninth year from Escuela de Educación Básica Teodoro Wolf, during two months in the school year 2016-2017 this technique will allow to observe the methodologies and strategies applied on the English Teaching-Learning Process.

3.5.1.2 Survey

This technique will be applied to collect precise data through direct questions regarding the problem and the proposed solution, it will allow to get results about the advantages and disadvantages of the application of Body Language to increase the Speaking Skill in the students of ninth year.

3.5.1.3 Interview

This technique will be used to obtain direct information form the Principal of Escuela de Educación Básica Teodoro Wolf, from the interviewed it will be possible to know how the English Teaching process is developed, the curriculum and methodology applied, also other information and extra-curricular activities.

3.5.2 Instruments

3.5.2.1 Camera, video – camera

This instrument will be use to capture images and videos in order to reproduce them later and have an evidence of the application of Body Language to increase Speaking Skill of ninth year from Escuela de Educación Básica Teodoro Wolf.

3.5.2.2 Notebook

This instrument will be used to take note of all different activities develop throughout this research, and each change during the process in this investigation.

3.5.2.3 Questionnaire

It is a document with several questions (to School's Principal, English Teachers and Student) which was elaborated to get information about the stated problem.

3.6 Methodologies

3.6.1. Quantitative Method

This method will be used for this paper postulating hypotheses, doing quantitative experiments, and then either sustain or reject the hypotheses based on statistical analysis of the measured data (verification or falsification of hypotheses) in order to collect data related to the use of the Non Verbal Communication and TPR method in ninth year students from Escuela de Educación Básica TEODORO WOLF.

3.6.2. Qualitative Method

This paper used the qualitative method, having contact with the field of research may be based on interviews, observations, or analysis of documents and other artifacts. In addition, literature studies are performed to the extent required to

develop sensitivity in observation and interpretation, in order to collect information about the Non Verbal communication and TPR method, the researchers interviewed people involved in the research: the principal, professors and students.

3.6.3. Inductive-deductive Method

This paper will use both approaches inductive and deductive. For the deductive method first all the needed information Non Verbal Communication was gathered, studied, contrasted between authors, and finally simplified. In contrast for the inductive method the researchers started with small observations to make expectations about the level of Speaking Skill of ninth year students from Escuela de Educación Básica Teodoro Wolf.

3.6.4. Scientific Method

This method allowed to show the real improvement of the Speaking Skill of ninth year students from Escuela de Educación Básica TEODORO WOLF using the Body Language.

3.6.5. Observation Method

This method will help to find out detailed information about causes and effects of the problem related to the use of the Body Language to increase the Speaking Skill of ninth year students Escuela de Educación Básica TEODORO WOLF.

3.7 Data collection plan

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

CHART 4#: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To increase Speaking Skill of students.
2. From which people or objects?	The ninth year students from Escuela de Educación Básica TEODORO WOLF
3. About what aspects?	Non-Verbal Communication / Body Language
4. Who?	Mariam Proaño (Student of English Career) Researcher
5. To Whom?	School's Principal, students, and professors
6. When?	2016 - 2017.
7. Where?	At EGB TEODORO WOLF.
8. How many times?	Once a week during the academic year 2016- 2017.
9. How?	Individually
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source: Escuela de Educación Básica TEODORO WOLF
Author: Mariam Proaño

3.7 Data processing plan

CHART 5#: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The low level of Speaking Skill and low use of Nonverbal communication was determined through surveys directed to students and professors of ninth year from the Escuela de Educación Básica TEODORO WOLF, the application of Body Language to increase Speaking Skill of students was justified.	Once the problem was discovered the investigators started looking for related information at: Books, articles, internet, among others. Besides an interview with the School's Principal and English Teachers is scheduled.	Once the problem was confirmed in the ninth year at Escuela de Educación Básica TEODORO WOLF, surveys and interview were made (survey for students and teachers, and interview for Principal), this were analyzed in order to develop a proposal to solve the stated problem.	Using all the collected Data that proved the low level of Speaking Skill of ninth year from the Escuela de Educación Básica TEODORO WOLF, it was important to involve the School's Principal and professors in the incoming process in order to improve the independent study in each student.	Implementing Body Language the students of ninth year from Escuela de Educación Básica TEODORO WOLF will increase their Speaking Skill

Source: Escuela de Educación Básica TEODORO WOLF
Author: Mariam Proaño

3.8 Data analysis and interpretations

Observation of night grade

One of the main reason this research takes form was the classroom with so many students with a big desire to use the English as foreign language. The strong school necessity as well as teacher`s need about others methodological process in order to students speak more than teacher usually does. So the class was from 8:10-11:10 a.m. everything was noted on piece of paper to contribute the research paper.

Also the interpretation of the class contributed to understand students' needs in this area as well as their mood beyond their condition or material used in this subject. It was interesting for this research to observe how small the classroom is to numbers of students per class. Furthermore, the lack of modern technology resources in class in order to make an innovative class. It remembers, that the language learning not depend all of this resources, but also depend teacher creativity to use and focus on students multiple intelligence to acquire the language and provoke interaction inside or outside the classroom.

Those days were to reflect that does not matter what kind of structures they have or stay. The important thing is what kind of teacher`s appearance they expect to know, that influent their live no only inside the classroom but also outside them. A teacher of who they want to talk more about even when the class is over. Someone who engage easily in their conversation not because the words they say, but their body language, appearances, mood, gestures, so on.

Finally, a teacher is someone who contagious students with the way he/she teaches, not only someone who transmits knowledge. But someone who inspires students to continue learning even outside classroom. Because students keep in his/her mind teacher`s aptitude or strategies used in class. Then, students start to

self-study the topic learned or practice the language modelling those strategies. So through this the language learning become coherent with the new generations students that ask for more practical methodological process that allow them the use of the English language.
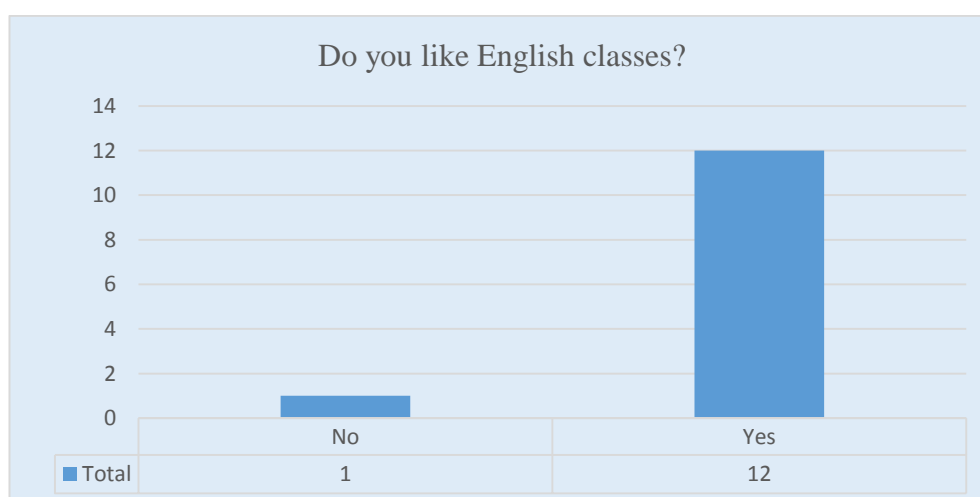
3.9 Survey directed to students

Question 1: Do you like English classes?

Objective: To determine if the students really like the English classes?

CHART 6#: Do you like English classes?

Alternatives	Frequency	Percentage
Yes	12	92,3 %
No	1	7,7 %
Total	13	100 %

GRAPH 1#: question 1: Do you like English classes?

Source: Survey directed to students
Author: Mariam Proaño

Interpretation:

Quantitative: 92, 3 % of the students said Yes, 7, 7 % said No**.**

**Qualitative:** Most of them like English classes, but 1 do not like it.

Question 2: Does your teacher use body language in class?

Objective: To determine if the teacher use body language in class.

CHART 7#: Does your teacher use body language in class?

Alternatives	Frequency	Percentage
Yes	12	92,3 %
No	1	7,7 %
Total	13	100 %

GRAPH 2#: question 2: Does your teacher use body language in class?
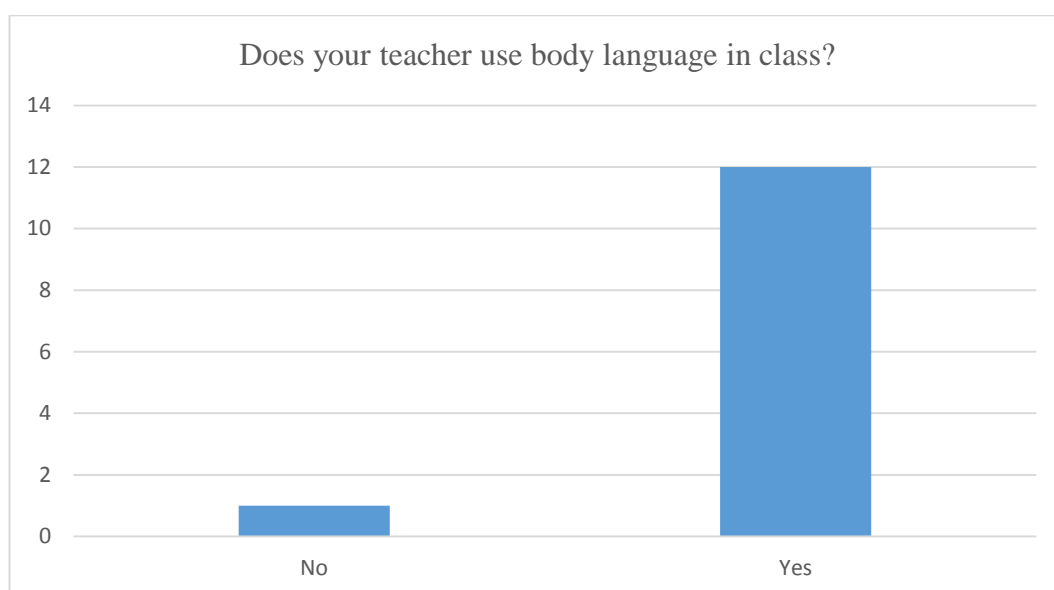
Source: Survey directed to students
Author: Mariam Proaño

Interpretation:

Quantitative: 92, 3 % of students said Yes, 7, 7 % said No.

Qualitative: students considered that the English teacher uses body language in class, but one of them said teacher doesn't use it in class.
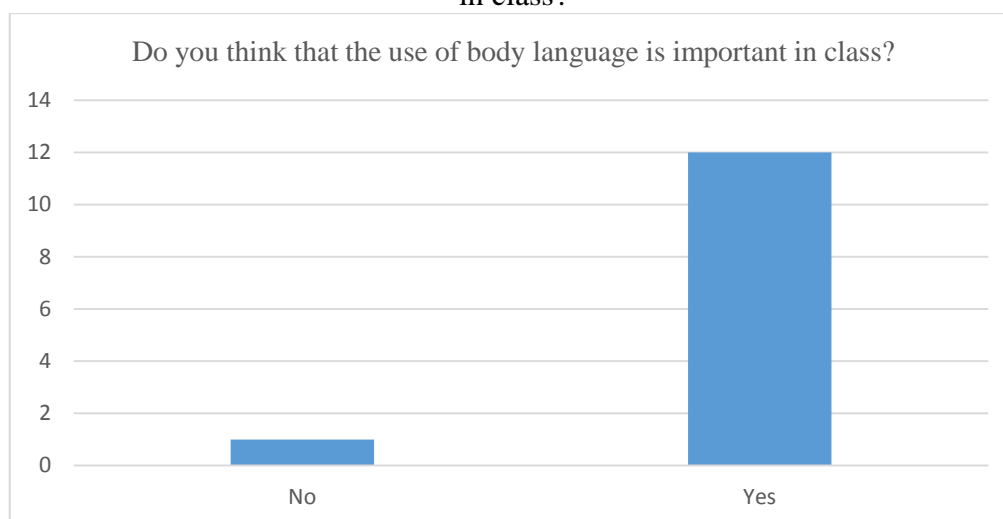
Question 3: Do you think that the use of body language is important in class?

Objective: To determine if the body language is important in class?

CHART 8#: Do you think that the use of body language is important in class?

Alternatives	Frequency	Percentage
Yes	**12**	**92,3 %**
No	**1**	**7,7 %**
Total	**13**	**100 %**

GRAPH 3#: question 3: Do you think that the use of body language is important in class?

Do you think that the use of body language is important in class?

Source: Survey directed to students
Author: Mariam Proaño

Interpretation:

Quantitative: 92, 3 % of students said Yes, 7, 7 % said No.

Qualitative: Students expressed that body language is important in class, only one of them considered that it is not.
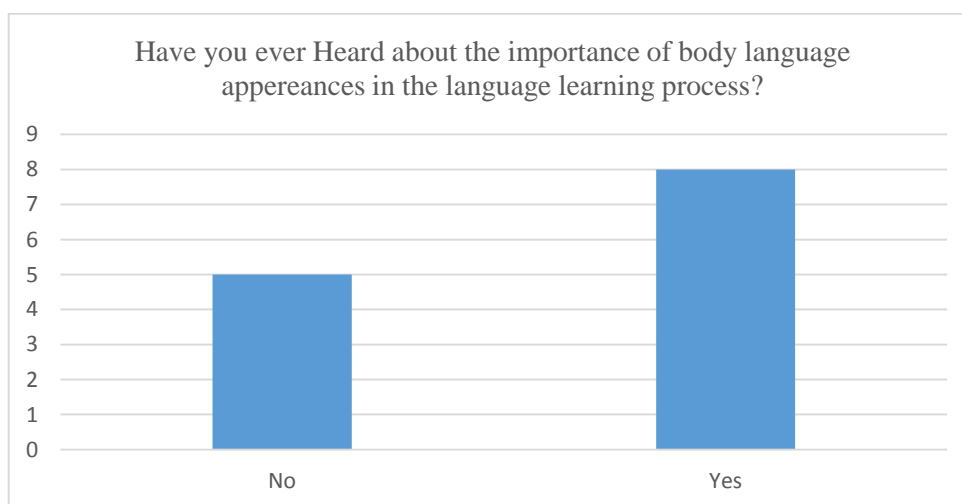
Question 4: Have you ever heard about the importance of body language appearances in the language learning process?

Objective: To determine have ever heard about the importance of body language in the language learning process.

CHART 9#: Have you ever heard about the importance of body language appearances in the language learning process?

Alternatives	Frequency	Percentage
Yes	8	61,5 %
No	5	38,5 %
Total	13	100 %

GRAPH 4#: question 4: Have you ever heard about the importance of body language appearances in the language learning process?

Source: Survey directed to students
Author: Mariam Proaño

Interpretation:

Quantitative: 61, 5 % of students have heard about the importance of body language appearances, but 38, 5 % expressed not.

Qualitative: Students have heard about the importance of body language with the

higher percentage.

Question 5: How often does your teacher use body language in the English class?

 Objective: To determine if teacher use the body language in class.

CHART 10#: How often does your teacher use body language in the English class?

Alternatives	Frequency	Percentage
Always	8	61,5 %
Sometimes	4	30,8 %
Never	1	7,7 %
Total	13	100 %

GRAPH 5#: question 5: How often does your teacher use body language in the English class?
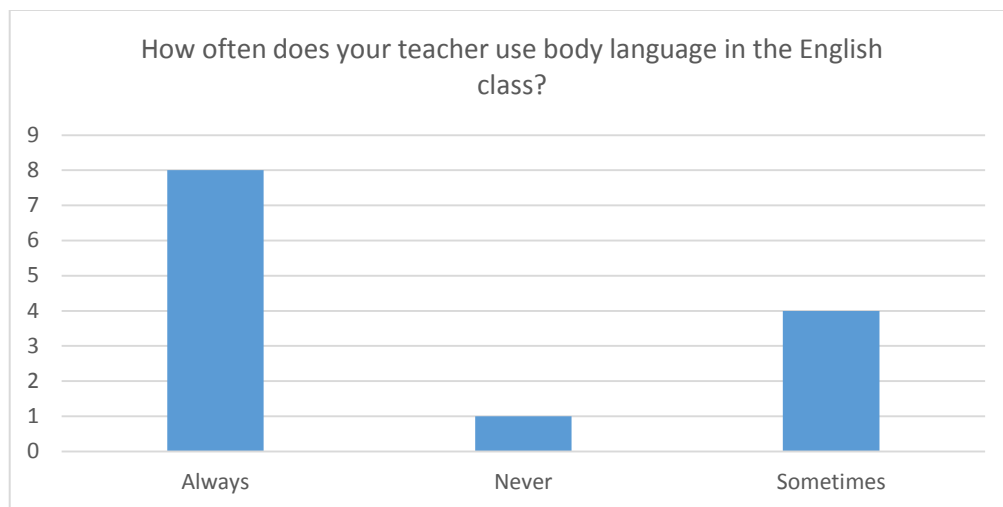
Source: Survey directed to students
Author: Mariam Proañ

Interpretation:

Quantitative: 61, 5 % of students expressed teacher always use body language in class, 30, 8 % of them said sometimes body language is used, and 7, 7 % answered body language is not used by the teacher in class.

Qualitative: Students agree that teacher use body language in class.

3.9.1 Interview to principal of Escuela de Educación Básica Teodoro Wolf.

1. Do you believe the English is so important in the education world today?

   Interpretation: I think the world today ask us to use another language like English because it give us new opportunities to develop professionally as well as to be better human being learning from foreign cultures to improve our culture. Furthermore, if you pretend to engage in this competitive world you should be able to communicate with other successfully even if they are foreigners.

2. Do you think teacher use the correct tools in the acquisition of the foreign language?

   Interpretation: Well they do what they can according to the material or resources provided by the school, then they try to focus on student's problem to acquire the language. As you know even the number of students per grade is so big. So they try to use the right methodology according to the group they teach.

3. Do you think that students have increased their speaking skills in the last few years?

   Interpretation: Well, I think this depend of environment a teacher create for students in the acquisitions of the language. It means each one makes the effort to solve student's problem but no always they focus on speaking skills as well the teacher is teaching right now.

4. Do you believe students like speak English because everything is right in language learning process?

Interpretation: well, I believe they like English but at the same time they do not know how to speak it because the material, technique, or even teacher center approach. Additionally, also depend teacher focus on student's needs. It means no only follow the curriculum or the book, it means give students opportunities to speak more.

5. Do you think teacher should find a balance between verbal-language and nonverbal-language?

Interpretation: well, I think teacher have to use all the resources in order to help students increase their skills as well as increase their motivation to know more about the language they pretend speak. Because when you learn something new and that was an incredible learning experience, then you want more over and over again.

6. Have you ever heard about the use of body language to increase the speaking skill?

Interpretation: well, I do not everything about language learning process, but what I have been seen in the classroom for now make feel that students develop confident in themselves, then they try to say something in English and if they do not how to say it they use their gestures, hands or body language that is funny.

7. Do you think that body language will increase the speaking skills at ninth grade at Escuela de Educación Básica Teodoro wolf?

Interpretation: Well, I believe everything is possible when make an effort to reach that goal. So as a teacher when you transmit self-confidence, even passion in everything you do then students engage in the learning context and try to the same thing that everybody do. Furthermore, if a teacher through this technique give students opportunity to practice the language then they increase their speaking skills.

8. Would like to use the body language to increase the speaking skills at night grade at Escuela de Educación Básica Teodoro Wolf?

Interpretation: Absolutely, because you know the communication around the world is in English so if you do not how to speak correctly then you are nothing. So in order to give a message people have to use all the resources, even if this is in another language. I would like because I want to speak English as well as understand the foreign language.

3.10 Analysis of results – interviews.

The interviews were applied to English specialist, the principal and the English teacher at Escuela de Educación Básica Teodoro Wolf, most of them are agree with the application of correct methodological process adapted to this generation surrounded by the technologies and they need innovation no only the traditional approach.

In the other hand most of them are agree in the way teacher give them opportunity to express something according to the activities teacher prepare. Because the classroom routine is always center in the teacher explanation topic of the day, drills, and that's all. That no means students are disinterested by the foreign language, but they do not how to save time in the ability to speak English refers the principal.

In other case the specialist refers it is important take into account students' needs, adapting the material to student's real necessity because if they are involve in the same environment the class is going to be bored. In addition most of them conclude teacher of this new generation give more opportunities to communicate as well as use the new methodological process in order to engage students to speak more than before and that's is to improve the language learning environment.

As everyone knows the public school do not have enough teachers that strengthen the students skill, and during the time they study English some many teacher pass for their school and there is not a sequence in the language learning environment that is why students feel unsuccessful sometimes in this subject.

3.11 Conclusion and recommendations of research

Conclusion

The application of body language provoked by teacher may increase the speaking skill of students, especially if they experiment rapport.

The main protagonist of the education conclude a classroom should not center in teacher, but students because need to develop their creativity and wish to express something in the foreign language.

The students agree on this research and the way teacher uses body language to provoke student's spontaneous speaking time, also give them opportunities to increase their speaking skill as well as to improve this.

Recommendations

It is recommended the application of body language in the language learning

process, because establish rapport.

It is recommended that teachers apply the right methodological process with body language in order to communicate successfully in English.

It is recommended that Escuela Educación Básica Teodoro Wolf apply the body language provoking student's participation in the use of English more than just write or repeat inside the classroom.

CHAPTER IV

PROPOSAL

4.1 Name of the proposal

BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS AT NINTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017.

4.2 Description

4.2.1 Information Data

- **Educational Institution:** This proposal project was implemented at Escuela de Educación Básica Teodoro Wolf, Santa Elena Province.

- **Beneficiaries:** Students of ninth grade at Escuela de Educación Básica Teodoro Wolf, Santa Elena province.

- **Beneficiaries:** The Escuela de Educación Básica Teodoro Wolf, applying the proposal will achieve student's awareness in the acquisition of the foreign language. Furthermore, students improve their strategies to perform teacher command in every class.

4.3 Proposal background

The Ecuadorian education context, there are weakness in different aspect related to the English language learning. The students who are involved in this process noted that the purpose is easy to apply as well as always activate before the

language learning process. Also most of them considered teacher has to establish those process as a technique to motivate students learn over and over again.

However, in some public school there is not enough teachers in this area, so the one who work there make the best they can. And as everyone know students no always focus in what teacher say, but how teacher look like, as well as how they transmit the messages that pretend other acquire.

4.3.1 Feasibility

This proposal was possible because the principal needs students to talk more than before. So Escuela de Educación Básica Teodoro Wolf opens doors to the development of this research based in the necessity to motivate students to talk more, even support the few Words they know into something practical.

The strong necessity to look for new strategies that allow students take part in their language learning process, make that the principal contribute with this research, helping students to experiment other forms to acquire the English and start to communicate easily.

4.3.2 Significance

This proposal involves the use of body language to increase the speaking skill at ninth grade students at Escuela de Educación Básica Teodoro Wolf. Because the need of participants to hear them using the foreign language.

This proposal points out and support the need to increase the speaking skill through body language, which includes command, gesture, handshake, attitude, as well as song, games, or role-play.

Students from this modern generation are more active than before, because they are influenced by the media, internet, and so on. So they expect the classroom will be better than what they can see in those TICS. This proposal is based on the bilingual intercultural Education law art. 79. Which states that teacher should recognize the intercultural like coexist and equity interaction. It means students be able to communicate with other culture and learn about them in order to improve own culture.

4.4 Objetives

4.4.1 General Objetives

To establish the use of body language in order to increase the speaking skill at students at ninth grade at Escuela de Educación Básica Teodoro Wolf.

4.4.2 Specific objectives

- To identify the correct methodological process that will be used in this purpose.
- To design a guide with body language appearances.
- To apply body language at ninth grade students to increase their speaking skill.

4.5 Design and development of the proposal

Body Language to increase the speaking skill of students of ninth grade at Escuela de Educación Básica Teodoro Wolf, become a mandatory members` characteristics classroom environment nowadays in order to increase students speaking skills. The trend of the world, it is to live the benefit of the technology without forget the interaction inside or outside the classroom using the verbal and nonverbal language making easier the communication in a foreign language.

The body language probably is not something extraordinary but it necessary for engage`s students to the topic they learn. Pedagogically there was a supervisor to observe the difference between a traditional class and an active class where all human resources are applied in order to stimulate the learner interest toward the foreign language that is losing because the TICS do not resolve all.

4.6 Body language appearances

4.6.1 Establishing rapport

PICTURE 1#: Establishing rapport

Author: Mariam Proaño

A significant feature in the intrinsic motivation of students (Harmer, 2011) the main reason of student's failure is because they do not know why they have to study English and they do not know teacher experience in the acquisition of the language. It means to know everything about the language in a good classroom environment.

4.6.2 Request response

PICTURE 2#: Request response

Author: Mariam Proaño

It is easy to note when students are adapted to the teacher strategy because after this comes student's reaction toward the lesson. All of these are unexpected things that happen in a successful classroom environment.

4.6.3 Offer mutual understanding

PICTURE 3#: Offer mutual understanding

Author: Mariam Proaño

The ability to use the foreign language appropriately is possible in the practice of it even to adopt all of movement, gesture, or mood make students role real because it make them focus on their performance.

4.6.4 Hand movement wake up students interest

PICTURE 4#: Hand movement wake up students interest

Author: Mariam Proaño

It is so important to control the class with movements, because the hands can show a lot of the teacher personality. Because they predict the kind of classroom environment they are taking part as well as the learning outcomes they are going to achieve at the end the class or even at the of the year.

4.7 Body language chart

CHART 11#: Body Langue chart

BODY LANGUAGE CHART			
TEACHER – LEARNER	Eye contact	Gestures	Movements
RAPPORT			
RESPOND			
UNDERSTANDING			
INTEREST			

Author: Mariam Proaño

Frase en ingles	Frase en español	Movimiento corporal
Skill command	**Imperativo**	
Listen!	Escuche!	Colocar la mano derecha detrás de la oreja.
Repeat!	Repita!	Mover las manos simultáneamente.
Movement command	**Imperativo de movimiento**	
Get up!	Levántese!	Se realiza un movimiento ascendente con la mano
Go to the board!	Vaya a la pizarra!	La mano se mueve en dirección a la pizarra
Book command	**Imperativo para el libro**	
Open your book!	¡Abran su libro!	Con ambas manos se simula abrir un libro.
Close your book!	¡Cierren el libro!	Con ambas manos se simula cerrar un libro.

Author: Mariam Proaño

4.8 Time table

ACTIVITIES	2016-2017																															
	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approval of topic.	X	X																														
Appointment of Tutors			X	X																												
Starting- Deliver of Chapter I					X																											
Starting of Chapter II						X																										
Development of Chapter II							X																									
Deliver of Chapter II								X																								
Starting of Chapter III									X																							
Development of Chapter III										X	X																					
Starting of Chapter IV												X	X																			
Development of Chapter IV														X																		
Deliver of Chapter IV															X																	
Implementation of proposal																X																
Development of preliminary pages																	X	X	X													
Deliver of Proposal project work																						X										
Pre- defense of Thesis																							X									
Defense of Thesis at Academic Counceil.																									X							
Graduation Day.																											X					

4.9 General Resources

a) **Institutional**

DESCRIPTION
Classroom

b) **Material**

DESCRIPTION	UNIT COST	TOTAL COST
Paper	$ 3.00	$ 3.00
Prints	$ 1.00	$ 15.00
Copies	$ 0.15	$ 5.20
Others	$ 1.00	$ 30.00
TOTAL		$ 53.20

c) **Technology**

DESCRIPTION	UNIT COST	TOTAL COST
Camera	$ 600.00	$ 600.00
Laptop	$ 1,200.00	$ 1,200.00
TOTAL		$ 1.800.00

d) **Economic**

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	$ 50.00	$ 50.00
Others expenses	$ 200.00	$ 200.00
Total		$ 250.00

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APPENDIX

APPENDIX #1: Antiplagiarism report.

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

La Libertad, 15 de Febrero del 2017

CERTIFICADO ANTIPLAGIO

003-TUTOR RAMB-2017

En calidad de tutor del trabajo de titulación denominado "BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACION BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017", elaborado por la estudiante MARIAM PROAÑO PROAÑO, egresada de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 10% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Robert A. Montalván, MBA.
DOCENTE TUTOR

APPENDIX #2: Urkund

APPENDIX #3: Institution's consent letter**.**

UNIDAD EDUCATIVA
"TEODORO WOLF"
Cantón Santa Elena - Provincia Santa Elena
1839

Santa Elena, 6 de Diciembre del 2016

Señora.
Miriam Elizabeth Proaño Proaño
**EGRESADA DE LA CARRERA DE INGLÉS DE LA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.**
Ciudad.

De nuestras consideraciones:

En contestación al Oficio Nro. MINEDUC-CZ5-24D01-2016-00929-OF con fecha 25 de noviembre de 2016 donde SOLICITA AUTORIZACIÓN PARA REALIZAR PLAN DE TITULACIÓN, le comunicamos que cuenta con nuestra aceptación para la ejecución de su PROYECTO DE TITULACIÓN cuyo tema es "BODY LANGUAGE TO INCREASE THE SPEAKIN SKILL OF STUDENTS OF NINTH GRADE AT UNIDAD EDUCATIVA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017", por lo que brindaremos las facilidades a fin de que pueda cumplir con vuestro objetivo.

Atentamente,
Guiar, Educar y Amar

MSc. Carlos Gabriel Aquino Villón
RECTOR

Avenida Francisco Pizarro y 24 de Mayo - Telf. 2 940 040 - www.teodorowolf.edu.ec

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APPENDIX #4: Institution's certificate of completion of research.

UNIDAD EDUCATIVA
"TEODORO WOLF"
Cantón Santa Elena - Provincia Santa Elena

1839

Santa Elena, 09 de Febrero del 2017

CERTIFICADO

Yo, CARLOS GABRIEL AQUINO VILLÓN, en uso de mis atribuciones y en calidad de RECTOR del Plantel, C E R T I F I C O:

Que la Sra. **MIRIAM ELIZABETH PROAÑO PROAÑO**, con C.I. 1308259009, realizó su trabajo de investigación previo a la obtención de su título de Licenciada en Inglés con el tema: "BODY LANGUAGE TO INCREASE THE SPEAKIN SKILL OF STUDENTS OF NINTH GRADE AT UNIDAD EDUCATIVA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017"

Es todo cuanto puedo informar en honor a la verdad, extendiendo el presente certificado a solicitud del interesado, para los fines que estime conveniente.

Atentamente,
Guiar, Educar y Amar

MSc. Carlos Gabriel Aquino Villón
RECTOR

Avenida Francisco Pizarro y 24 de Mayo - Telf. 2 940 040 - www.teodorowolf.edu.ec

GENERAL INFORMATION		
Observer: Mariam Proaño P.	**Institution:** Escuela de Educación Básica TEODORO WOLF.	
Observed Teacher:	**Course:** Ninth Year.	
Date:	**Beginning time:**	**Finishing time:**
Objective: To evaluate the teacher's strategies, nonverbal language and the methodology applied in a daily class.		

Nº	DESCRIPTION	1	2	3	4	5
	Introduction and Content					
1	Teacher establishes the objectives of the vocabulary lesson.					
2	Teacher applies a property warm up.					
3	Teacher adopts gestures and movements according to the lesson.					
4	Teacher shows students a picture, symbol or graphic representation of the target vocabulary.					
5	Teacher discusses the meaning of the word with students.					
	Methodology					
6	Teacher applies body language to engage students with the new topic					
7	Teachers include realia in the language acquisition process.					
8	Students participate in class					
9	Srudents are interested with the lesson					
10	Students are motivated and					
	Didactic Resources					
11	Teacher uses didactic materials to teach vocabulary.					
12	Teacher uses multimedia to involve the students in the learning process.					
13	Teacher chooses the right resource for the class					
	Evaluation					
14	Teacher verifies the results of vocabulary learning through the application of feedback activities.					
15	Teacher evaluates the students.					
16	Students react favorably					

Scale Values
1 = never   2 = rarely   3 = sometimes   4 = almost always   5 = always

APPENDIX #5: General information.

APPENDIX #6: *Registro mensual de trabajo autónomo.*

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLES

REGISTRO MENSUAL DE TRABAJO AUTONOMO

ESTUDIANTE: MARIAM PROAÑO PROAÑO

DOCENTE TUTOR: ROBERT MONTALVAN, MBA

TEMA APROBADO: BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACION BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017

FECHA	HORAS DE TRABABAJO AUTÓNOMO	DESCRIPCIÓN - ACTIVIDAD	OBSERVACIONES	FIRMA DE RESPONSABILIDAD
18/11/2015	20	Plan de Trabajo Planteamiento del Problema	completado	
25/11/2015	20	Definición Capítulo I Esquema de Contenidos	completado	
5/12/2015	20	Revisión Capítulo I	completado	
18/01/2016	20	Revisión Capítulo II	completado	
17/02/2016	20	Revisión Capítulo II	completado	
9/07/2016	20	Revisión Capítulo III	completado	

| Fecha	Horas	Actividad	Estado	Firma
17/07/2016	20	Revisión Capítulo III	completado	
25/08/2016	20	Nueva revisión capítulo I	completado	
05/10/2016	20	Consultas varias	completado	
21/11/2016	20	Consultas varias	completado	
06/02/2017	20	Revisión capítulo IV	completado	
07/02/2017	20	Revisión capítulo IV	completado	
10/02/2017	20	Revisión general documento	completado	
11/02/2017	20	Revisión general documento	completado	

Estudiante

Docente Tutor

75
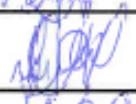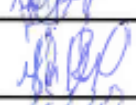
APPENDIX #7: Registro de control de tutorías presenciales.

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

REGISTRO DE CONTROL DE TUTORIAS PRESENCIALES

NOMBRE DEL TUTOR : ROBERT MONTALVAN, MBA

NOMBRE DEL ESTUDIANTE: MARIAM PROAÑO PROAÑO

TEMA APROBADO DEL TRABAJO DE INVESTIGACION :
BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF STUDENTS OF NINTH GRADE AT ESCUELA DE EDUCACION BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017

Número de Resolución de Consejo Académico:

TEMA MODIFICADO:
BODY LANGUAGE TO INCREASE THE SPEAKING SKILL OF NINTH GRADE STUDENTS OF TEODORO WOLF SCHOOL AT SANTA ELENA, 2015-2016

NUMERO DE TUTORIA	HORAS DE TUTORÍAS	FECHA DE TUTORIAS	ACTIVIDADES REALIZADAS PROGRESO DE INVESTIGACIÓN/AVANCE	OBSERVACIONES	FIRMA TUTOR	FIRMA ESTUDIANTE
1	4.0	18/11/2015	Plan de Trabajo Planteamiento del Problema	Tutoría en persona		
2	4.0	25/11/2015	Definición Capítulo I Esquema de Contenidos	Tutoría en persona		
3	4.0	5/12/2015	Revisión Capítulo I	Tutoría en persona		
4	4.0	18/01/2016	Revisión Capítulo II	Tutoría efectuada por internet /correo electrónico		

5	4.0	17/02/2016	Revisión Capítulo II	Tutoría efectuada por internet /correo electrónico		
6	4.0	9/07/2016	Revisión Capítulo III	Tutoría efectuada por internet /correo electrónico		
7	4.0	17/07/2016	Revisión Capítulo III	Tutoría efectuada por internet /correo electrónico		
8	4.0	25/08/2016	Nueva revisión capítulo I	Tutoría efectuada por internet /correo electrónico		
9	4.0	05/10/2016	Consultas varias	Tutoría efectuada por internet /correo electrónico		
10	4.0	21/11/2016	Consultas varias	Tutoría efectuada por internet /correo electrónico		
12	4.0	06/02/2017	Revisión capítulo IV	Tutoría efectuada por internet /correo electrónico		
13	4.0	07/02/2017	Revisión capítulo IV	Tutoría efectuada por internet /correo electrónico		
14	4.0	10/02/2017	Revisión general documento	Tutoría efectuada por internet /correo electrónico		
15	4.0	11/02/2017	Revisión general documento	Tutoría efectuada por internet /correo electrónico		

APPENDIX #8: Observation sheet Students.

PENINSULA OF SANTA ELENA STATE UNIVERSITY
SCHOOL OF EDUCATION AND LANGUAGES
TEACHING OF ENGLISH CAREER

ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF
OBSERVATION SHEET (STUDENTS)
(Time: 10 minutes)

Observer's name: _____ Date:_____ Classroom:_____

Directions: Please fill out this form objectively. Thanks for your cooperation.

1. Classroom techniques used:

   dynamics [ ]   games [ ]   mimic [ ]   songs [ ]

2. What teaching tool was used?

   Lecture [ ]   presentation [ ]   non-verbal communication [ ]   groups [ ]

3. How was the classroom environment?

   motivated [ ]   demotivated [ ]   participative [ ]   non-participative [ ]

4. Class details:

   Class duration [   ]   Name of game(s) [   ]

   type of mimic [   ]

   Name of song(s) [   ]

   Learning objective [   ]

5. Was the teacher able to share his/her knowledge?

   yes [ ]   no [ ]

   Remarks of teaching process [   ]

6. Was the learning objective reached

   yes [ ]   no [ ]

   Remarks of the class [   ]

SURVEY DIRECTED TO STUDENTS

1. Do you like English?

Yes ☐

No ☐

2. How do you consider the English classes?

Interesting ☐

Boring ☐

3. How often does your teacher apply dynamics in the classroom?

Always ☐

Usually ☐

Sometimes ☐

Never ☐

4. Does your teacher use movements in your English classes?

Always ☐

Usually ☐

Sometimes ☐

Never ☐

5. How do you consider the use gestures within the English Learning Process?

Very important ☐

Important ☐

Necessary ☐

Unnecessary ☐

6. Do you consider that the use of body language could help you to enhance your speaking skills?

APPENDIX #9: Servey Directed to students.

Totally agree □

Agree somewhat □

Disagree □

Totally disagree □

7. Do you agree to apply body language with exercises and activities that can support you to enhance your speaking skills?

Yes □

No □

Thank you for your valuable support

PENINSULA OF SANTA ELENA SATATE UNIVERSITY
SCHOOL OF EDUCATION AND LANGUAGES
TEACHING OF ENGLISH CAREER

ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF
INTERVIEW SHEET TO SCHOOL´S PRINCIPAL
(Time: 10 minutes)

Name:_____ Date:_____ Interviewer:_____

Directions: Please fill out this form with sincerity. Your responses will help greatly to this research. Thanks for your cooperation.

1. Faculty:

Number of full time teachers ☐   Number of students ☐

Number of part time teachers ☐   Number of English teachers ☐

2. Class type:

Lecture ☐

Games, dynamics ☐

Participative ☐

Others:_____

3. Functionality:

Number of English labs ☐   Lab capacity ☐

Students per classroom ☐

4. How often teachers in your institution are trained?

Never ☐   Twice a year ☐

Once a year ☐   Regularly ☐

APPENDIX #10: Interview to School´s principal.

5. How often English teachers are trained?

Never ☐   Twice a year ☐

Once a year ☐   Regularly ☐

6. Number of English Levels

☐

7. Class methodology

☐

8. Extra-curricular activities:

☐

PENINSULA OF SANTA ELENA SATATE UNIVERSITY
SCHOOL OF EDUCATION AND LANGUAGES
TEACHING OF ENGLISH CAREER

ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF
INTERVIEW SHEET ENGLISH TEACHER
(Time: 10 minutes)

Name:_____ Date:_____ Interviewer:_____

Directions: Please fill out this form with sincerity. Your responses will help greatly to this research. Thanks for your cooperation.

1. Training activities attendance(provide a quantity on boxes)

   Congress ☐   Seminars ☐

   Curses ☐   Others:_____ ☐

2. Instruction degree:

   Undergraduate ☐

   Graduate ☐

   Diploma/specialty ☐

   Others:_____

3. Dedication:

   Full time ☐   Hours per week ☐

   Part time ☐

   Experience in teaching (years) ☐   Experience in teaching English ☐

4. Type of dedication:

   Principal Teacher ☐   Teacher by contract ☐

APPENDIX #11: Interview sheet english teacher.

5. Class methodology utilized:

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6. Learning style preference:

Active ☐   Reflexive ☐   Theoretical ☐   Pragmatic ☐

7. Bibliography utilized:

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8. Classroom techniques (all that apply):

Dynamics ☐

Games ☐

Mimic ☐

Songs ☐

Lecture ☐

Presentation ☐

Non-verbal communication ☐

Work groups ☐

APPENDIX #12: Pre-Test.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

PRE-TEST

1: What's your name?

2: Tell me a little bit about you. (Age-hobby-favorite color)

3: Do you prefer cinema or television?

4: What is your favorite sport?

5: Do you like the English subject?

6: Do you have any pet?

7: What do you usually do after classes?

8: What kind of food do you like?

Thank you for your valuable support

APPENDIX #13: Post-Test.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

POST-TEST

1: What's your name?

2: Tell me a little bit about you. (Age-hobby-favorite color)

3: Do you prefer cinema or television?

4: What is your favorite sport?

5: Do you like the English subject?

6: Do you have any pet?

7: What do you usually do after classes?

8: What kind of food do you like?

Thank you for your valuable support

APPENDIX #14: Title.