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FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA,

UNAN MANAGUA FAREM MATAGALPA

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua, Managua as a Requirement to obtain the bachelor's degree in Teaching English to Foreign Language (TEFL)

General Topic:

Methodological Strategies that Influence in
Development of the English Language Learning during the Second Semester, 2020

Specific Topic:

The role that Non-verbal skills have in the development of listening skills in the 7th grade B of Emmanuel Mongalo public high school, afternoon shift, located in Matagalpa city, during the Second Semester, 2020.

Authors:

- Alvaro José Jimenez.
- Henry Wilner Picado
- Tatiana Bersay Fonseca

- **Tutor:** MSc. Mauricio Alvarado



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DEDICATION

We want to dedicate this research study to God who gave us wisdom and the strength to finish, to our parents who supported us all the time, to our teachers who guided us and encouraged us along the process, especially to our professor Mauricio Alvarado for his valuable instructions. We dedicate this research to our families and best friends, for believing that could reach of our academic career. To all of them, we thank them from the bottom of our heart.

Álvaro José Jiménez

Tatiana Bersay Fonseca

Henry Wilner Picado Dávila ...

ACKNOWLEDGMENT

First, we want to thank God for the strength, love, determination, blessings, that have made possible the development of this study. Second, our professors that have been with us all over these five years, supporting us, helping us to acquire the knowledge about English and enhancing the skills in the language. We want to thank to teacher Elizabeth Luquez because she gave us the opportunity to observe, work and develop the strategy suggested in this research. Finally, we want to thank to our parents and close friends that have been with us along this process.

Álvaro José Jiménez

Tatiana Bersay Fonseca

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"2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Tatiana Bersay Fonseca Centeno carnet número 12062579, Henry Wilner Picado Dávila carnet número 16064163 y Alvaro José Jiménez Torrez carnet número 13065351, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: "The role that Non-verbal skills have in the development of listening skills in 7th grade B at Emmanuel Mongalo public high school in the afternoon shift, Matagalpa city, during the second semester 2020." responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua — UNAN — Managua (FAREM — Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó asimismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto se considera apto para su defensa.

Ms c. Mauricio Alvarado

Tutor

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ABSTRACT

The use of non-verbal skills has a great impact on the development of listening skills, considering this way how children learn their native language. This research determines the role of Non -verbal skills have in the development of listening skills.

As well as that, the following instruments were administered: an observation guide, an interview to the teacher (**see appendix 1**), and a survey applied to EFL learners randomly selected (**see appendix 2**). The observation guide was conducted with the aim to verify the presence of non-verbal skills at the moment of teaching and learning. The interview allowed to do a diagnostic about the knowledge that the teacher has about the use of non-verbal skills. The survey was administered to EFL learners to make sure if the strategy previous applied was effective.

Results showed, EFL learners can acquire, in a better way, listening skills through non-verbal skills. The most teachers use only traditional non-verbal skills; for this reason, it is advisable to use different non-verbal skills to improve listening skills.

INTRODUCTION

This research work has been done, to evaluate the role of Nonverbal skills in the development of listening skills, in the 7th grade B of Emmanuel Mongalos's public high school in the afternoon shift, located in Matagalpa city, during the second term of 2020. Liubov (2014) states Non-Verbal skills as "not involving words of speech: voluntary or involuntary non-verbal signals." This means the use of body language, eye contact, the wave of a hand, the twinkle of an eye; for sharing a message, to transmit it in a conscious or unconscious way.

The overuse of some methods as: Traditional method that consists of repetition drill and teaching a plenty of vocabulary without contextualization by teachers, lack of interest, creativity and lack of motivation of students are negative factors that create a barrier between the teaching and learning process. Despite these factors, nowadays English has raised a high popularity rate worldwide. Nicaragua's teachers and English learners study English only as another subject to pass or another one to teach for responsibility. Focusing on listening skills, which is defined by Ruyter & Wetzels (2000), cited by (Debra, Worthington, & Graham, pág.2) "A set of interrelated activities, including clear attentiveness, nonverbal behaviors, verbal behavior, perceived attitudes, memory and behavioral responses, thus, being one of the hardest skills to master in the English language."

In this work, it was investigated the role of non-verbal skills in the development of listening skills. Non-verbal skills can help to learn the second language in the way of students have learned their native language. People have different ways to learn as: learning based on experiences, received by audiovisual and kinesics resources. These different ways help to develop their knowledge and learn in a real form the second language.

It is well-known that the main skill that teachers ignore is listening, and it is the most important skill because when pupils listen, see, touch, and put together their sense, the learning becomes meaningful.

The use of non-verbal skills, help students to associate what the teacher is saying while he or she uses the body movement, eye contact, gestures, facial expressions and kinesics, so this helps the students in the moment to receive the message and to understand it without translation. It also helps them remember for evaluating the message and try to response. People have the need to communicate whatever, and the most important in this process of learning is to catch the attention and curiosity of students and let them know, that they can learn the language using the ear and listening for learning, not just for replying.

Considering how humans learn their native language, it was decided to apply a strategy. Thus, the use of realia, authentic material, gestures, by highlighting, is necessary to obtain better results in the development of listening skills, even better results than the traditional way. In this way, the brain will have more capacity to assimilate new knowledge.

This research was based on an experimental study, which used a qualitative approach to gather essential information. The qualitative approach was used to specify information (provided by participants) that was analyzed and explained through short reports and a specification table. In this experimental work, a strategy named “All in a whole, listening tools” was created and applied for developing the listening skills using different kind of Non-verbal language like: Facial Expressions, Gestures, Paralanguage, Physical communication at the moment of speech.

This study was conducted with the seventh graders at Emmanuel Mongalos’s public school. Almost all of them are self-educated; thus, they are active listeners; however, some of them are passive listeners (they understand, but do not reply). The group population was

30 students. Only 2 students from the thirty have prior knowledge. One little girl studied 6 months in an English academy, one little boy studied in a private school, and 2 of them are studying the same grade for the second time.

The teacher expressed in the interview that sometimes some students behave badly at school being a little hard for the teacher to work with them, but she tries using their energy positively. These pupils live in Matagalpa city in the exception of one, who lives in La garita community.

An interview was administered to the teacher to obtain information about the students' acquisition in the class, knowing where they are from, the prior knowledge that they have about the language, their familiar environment and the difficulties that the teacher has found in the group (**see appendix 1**).

One lesson observation was administered to the students and teacher, to detect if the teacher puts into practice the non-verbal skills in the moment of the lesson observation, and if these skills helped the pupils understand better the class. It was also useful to see how students reacted to the lesson, and if by listening to and seeing gestures, the knowledge about the topic becomes meaningful. After one class observation, the “**All in whole listening tools**” strategy was applied considering the interview and lesson observation administered a few days before (**see appendix 5, resource 1,3**). A survey related to the strategy, was administered to ten students selected from the thirty students (**see appendix 2**), after the strategy application, for knowing the opinion of the students about the strategy, if they learn new vocabulary or if they prefer the teacher speaks all the time in the target language (English) of more time in the native language (Spanish). It was necessary to administer an interview to the teacher in order to know her opinion about the strategy (**see appendix 3**).

The strategy was implemented one more time (see **Appendix 5, resource 2,4**) considering the results obtained in the first applications have a clear idea and specify the role that Non-verbal skills have in the development of listening, at the same time to prove the effectiveness of this strategy supporting the acquisition of this macro skill in the English language. The stated objectives were focused on Non-verbal skills as the independent variable and listening skills as a dependent variable.

JUSTIFICATION

This research work has the purpose to demonstrate the role that Non-verbal skills have in the development of listening Skills in the 7th grade B of Emmanuel Mongalos's public high school in the afternoon shift located in Matagalpa city during the second term of 2020.

People had learned their native language, by paying careful attention to the messages and instructions. Their relatives communicate them orally joined with gestures, giving them instructions. Their work focused on this way of learning.

To create meaningful learning, it is necessary to master the basic skills in English, like scaffolding that helps go forward, one step at the time. Nowadays, to achieve a good mastering of these basic skills in the teaching and learning process is a challenge. Though this world offers an infinity number of ways for learning the language, not many people use them for acquiring knowledge. Emotional factors or lack of interest are some negative aspects that don't allow people to learn, lack of creativity and being stuck in the same ancient teaching methods are some more upon the list. Through the "in- put" stage, learning something new becomes in a partner for the rest of the life.

This research will impact positively, giving a new perspective of the language acquisition. Showing how to reach a meaningful learning, by using a total immersion. Combining teaching methods, techniques and activities, using the body as an instrument and principal model of knowledge building.

This research work, will be useful for future English teachers, knowing how the body language has a role for developing the listening skills, what strategy they apply for reaching positive results. Also, this research is going to be a reference for future studies.

OBJECTIVES

General Objective:

✓ To Evaluate the role that Non-verbal skills have in the development of listening skills in the 7th grade B of Emmanuel Mongalo public high school, afternoon shift, located in Matagalpa city, during the Second Semester,2020.

Specific Objectives:

- ✓ To explain the role that Non-verbal skills have in the development of listening skills.
- ✓ To apply the strategy “All in a whole, listening tools” for developing the listening skills.
- ✓ To specify the role that Non-verbal skills have in the development of listening skills.

DEVELOPMENT

4.1 Non-verbal skills

4.1.1 Concept

Liubov (2014) defines Non-verbal skills as “not involving words of speech: voluntary or involuntary non-verbal signals”

Talking about Non-verbal skills, is recalling how people learn their native language naturally, though academic study gives the tools, for being a professional, the natural process of learning gives the skills to communicate during the whole life.

However, there are not plenty of studies on this sub-skill of the language, this information has been useful to understand better what Non-verbal skills are, joined with the natural experience of learning the native language [(Spanish) (understanding by seeing while listening)], thus, to be aware of this natural advantage makes easier to apply this principle and get a meaningful learning.

Despite, a message is understood differently depending on the context, as Liubov (2014) expresses:

No single behavior or gesture means the exact same thing in every conceivable context. For example, consider the hand gesture of extending only the index and middle fingers, spread apart in a V shape, while closing the rest of the hand. This might signify a number, 2. In the United States if the palm is facing the individual using this gesture it signifies “victory” and if the palm is facing others it is identified as a symbol meaning “peace”. In England, however, making the American “V for victory” sign is an insult with sexual connotations (p.9)

Being clear of what you want to share, helps you use the assertive actions for expressing the message, and as a result, the receptor interprets the information given in a correct way.

To know, how to express what you are saying, the message that someone is trying to transmit, it helps use the natural tools before mentioned (p.2), that have been given to you in the process of learning the native language (input), and to express the information naturally, using the whole body(output).

In Nicaragua, people use to use Non-verbal expressions to communicate, for example: if someone says something, but, he/she is lying, only close one eye and everyone understand the information given. Replying by seeing, understanding by listening, helps receive the message clear, effective and punctual.

Considering these principles strategy was created for helping develop the listening skills in the seventh graders of Emmanuel Mongalos's school in Matagalpa City.

4.1.2 Types of Non-verbal skills.

Cherry, (2020) mentions some types of Non-verbal communication:

4.1.2.1 Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they must say.

While, Non-verbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar worldwide.

4.1.2.2 Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

In courtroom settings, lawyers have been known to use different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility. These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behavior are allowed in the courtroom.

4.1.2.3 Paralinguistic

Paralinguistic refers to vocal communication that is separate from actual language. These factors include such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners interpret approval and enthusiasm. The same words said in a hesitant tone of voice convey disapproval and a lack of interest.

Consider all the different ways that simply changing your tone of voice change the meaning of a sentence. A friend asks you how you are doing, and you respond with the standard "I am fine," but how you say those words reveal a tremendous amount of how you are feeling. A cold voice tone that you are not fine, but you do not wish to discuss it. A bright, happy tone of voice will reveal that you are doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

Liubov, (2014) adds two more types of Non-verbal communication.

4.1.2.4 Physical communication

Physical communication covers the personal communication and includes a smile or frown, wink, touch, smell, salute, gesture, and other bodily movements. The social conversation uses many of these physical signals along with the spoken words. Physical communication is the most used form of non-verbal communication. (p.16).

4.1.2.5 Kinesics

Kinesics includes how the body moves. This includes posture, body movements, gestures, eye behaviors, and facial expressions. Each refers to elements of the mental status examination in a different guise (e.g., general appearance and behavior, psychomotor functioning, eye contact, and affect). Posture and movement can convey a great deal of information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after the publication of Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that the body language is far subtler and less definitive than previously believed. (p.17).

By applying the strategy created, these types of communication were the key; making gestures, keeping eye contact, body posture, movements of the mouth, arms, legs, tone and volume of the voice, while talking helped the pupils understand the idea easily because, they related what they were seeing with what they were listening and being aware of the natural experience of learning before mentioned (p2). Therefore, one aspect to highlight, was the active participation of the guys, in the development of the activities and the facility that they had to get acquainted to the new vocabulary.

4.1.3 TPR (Total Physical Response) Method.

4.1.3.1 Definition

Although some teaching methods are out of age, for this new strategy that it is necessary to consult about The TPR method (Total Physical Response) which is mentioned by Savic (2014).

A method for teaching a foreign or second language (target language) by developing listening comprehension through a series of commands to which students respond with physical activity. It was founded by James Asher, a professor of psychology, in the late 1960's and is still considered and used as a valuable linguistic tool in teaching a target language, especially in initial stages of instruction. (p.447).

Thus, being aware of the stages of learning acquisition: **Pre-Production, early production, and speech Emergence**, this method helps English pupils to get knowledge, such as a strong basement, for reaching a meaningful learning of the language.

4.1.3.2 TPR Principles

These are some principles that Savic(2014) citing to Asher (2007) (p.448) states below:

4.1.3.2.1 Language learning bio-programme

An innate language-learning bio-programme involves the following steps and processes: children develop listening comprehension before they start to speak; children's listening comprehension is acquired by responding physically to parents' commands; solid listening comprehension enables speech to develop naturally with no effort.

4.1.3.2.2 TPR is directed to right brain learning

It is unlike most language teaching methods, and right brain activities make it possible for the left-brain hemisphere to process language for speaking, reading and writing.

4.1.3.2.3 First language acquisition happens in and it is fostered by stress-free environment

It means that similar conditions should be created in the target language learning: TPR reduces anxiety by sequencing the introduction of skills and by focusing on meaning (by combining listening comprehension and physical response) instead of language form and grammatical structures (Richards and Rodgers 2006, 74–75).

Considering these principles, helped set a clear idea about how using the Nonverbal communication to create and develop a strategy for developing the listening skills by learning the target language as people learned their native language, and besides, to determine the role that these Non-verbal skills have in this macro skill development.

At the strategy application's time, the students watched and listened carefully the story told, completely in English, they had to understand it, by interpreting the body language. It was a short story using common places in the city and direction vocabulary like Turn right, turn left, block, North, south, east, west, corner, Overlook and fire station, then some questions were asked to them about the story.

4.2 Listening Skills

According to Brown and Yule (1983) “listening comprehension in interactive situations, thus, means not only understanding the verbal message but understanding it in the context in which it occurs”, Cited in (interactive listening, 2010, p. 3)

Listening is the most critical communication skill for students and it is often ignored by English teachers, they intend that Students develop this skill by themselves. For pupils is necessary that teachers encourage them using different resources with the purpose that improve the language, it helps the students to be better, increased self-confidence higher productivity, faster learning, and better relationships. Thus, pupils effectively communicate with other in so far as they share meaning. At times, of course, no verbal responses are required. Xiaoxian & Yan(2010) explain that “The interaction between the listener and speaker, however, is not represented in most listening test tasks.” (p. 2)

For that reason, test tasks engage students in communicative activities where they can interact with their classmates and teacher and at the same time pupils gain successful comprehension that influence in positive way on classroom teaching and learning.

4.2.1 Definition

According to Barbe & Meyers (1954) listening is the process of reacting to, interpreting and relating the spoken language to term past experiences and further course of action. Cited by Debra, Worthington, & Graham(Chapter 1 Defining Listening: A Historical, Theoretical and pragmatic Assessment, p.2).

Furthermore, Weaver (1972) argued that “listening is a process that occurs when a human organism receives data orally. The selection and retention of aurally received data”; cited by Debra, Worthington, & Graham, (Chapter 1 Defining Listening: A Historical, Theoretical and pragmatic Assessment, p.2)

ILA, (1996) added that is “The process of receiving, constructing meaning from and responding to spoken and nonverbal messages”. Cited in (Chapter 1 Defining Listening: A Historical, Theoretical and pragmatic Assessment, p.3).

4.2.2 Stages of listening

Listening is recognized as a multidimensional construct that consists of complex (a) affective process, such as being motivated to attend to others; (b) behavioral processes, such as responding with verbal and nonverbal feedback; and (c) cognitive processes, such as attending to, understanding, receiving, and interpreting content and relational messages Halone, Cunconan, Coakley, & Wolvin (1998) cited by Debra, Worthington, & Graham (Chapter 1 Defining Listening: A Historical, Theoretical and pragmatic Assessment, p.1).

Tyagi (2013) explains each one of the five stages of listening concern. (p. 2)

4.2.2.1 Receiving (hearing)

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; (perception necessary for listening depends on attention)

Students primarily take information needed for listening, using auditory and visual channel. Talking about visual, pupils see the teacher`s face and allows them to take in nonverbal cues from facial expressions, ayes contact and how the teacher moves her lips, in

this form, student receives the information by listening and to associate the nonverbal action with verbal answers.

For example, in the listening part of the first application of the strategy the Ss took known information that they previously learned, thus, in the second application they associate the previous vocabulary to take explicit information about what we were saying, and any moment they stopped watching our mouth and gestures.

4.2.2.2 Understanding (learning)

This step helps understand symbols we have seen and heard; symbolic stimuli sound not only like words but also like applauses...In addition, sights like blue uniform...that have symbolic meanings as well. For successful interpersonal communication, the listener understands the intended meaning and the context assumed by the sender.

When the teacher associates different gestures or body movement when he/she is taking, some part of the students will understand by context the message.

According to the story telling activity, the students understood the message of the story by the sequence of the gesture while they were listening carefully to the story that had the vocabulary learned before.

To substantiate this strategy, in the second activity about clown the students guessing what the mimics meant using the same vocabulary, and put into practice the correct form to pronounce it. In this moment the pupils were active listener.

4.2.2.3 Remembering (recalling)

It is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank.

When teaching listening, our attention is selective. In the case of students, they remember keywords or they remember the interest part of the learning process, although, they do not remember exactly what they seen or heard in the previous class.

During the development of the clown activity, the students answer the question about the picture of jobs using before, but they do not reply by using sentences but using just words. Some of them mispronounce words; however, was acceptable and understandable and the most important point was that they were involved in the feedback and in the activity, too.

4.2.2.4 Evaluating (judging)

Only active listeners participate at this stage in Listening. At this point, the active listener weighs evidence, sort fact from opinion and determines the presence or absence of bias or prejudice in a message.

Many pupils have difficulties in following instructions to clear deficits in attention and concentration because they may not be adapting to the numerous distractions in a typical classroom.

Learners can be active and passive during the listening activities, some of them are quite but no paying attention and others are paying attention and judging what the teacher is saying. In the case of passive listeners, they intend listening but spend more time thinking,

either because they do not understand or because they are trying to grasp familiar words; on the other hand, active listeners listen in a way that demonstrates interest and encourages continued speaking.

In the development of the “all in hole-listening tools” strategy, was notable in the first application that some learners were silent and doing gestures like the knowing nod of the head, an understanding smile, for that, these actions communicated the message was understood. Besides, in the last application of the strategy, the pupils let know that all of them had a meaningful learning because, they were judging everything that presenters were teaching.

4.2.2.5 Responding (answering)

This stage requires that the receiver completes the process through verbal and nonverbal feedback. This stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

In secondary school, not all the Ss have the facility to communicate their thoughts in English, so they usually use nonverbal answer while they are speaking; also, are common that they paraphrase as a reply, they express the message into their own word and let know that they understand what was communicated.

4.2.3 Deductive and inductive approach

To be clear what deductive and inductive approach it is referred to, it is necessary to know what deduction and induction is.

4.2.3.1 Induction

The Oxford English Dictionary (2019) defines “to induce” (in relation to science and logic) as to derive by reasoning, to lead to something as a conclusion or inference, to suggest or imply, and induction “as the process of inferring a general law or principle from the observation of particular instances”.

In other words, this process parts from given examples, using logic to decode what rules the new knowledge implicitly brings. As a result, it makes possible to state the potential rules of it.

4.2.3.1.1 Inductive approach concept

Nunan (1999) identifies inductive method as a process where learners discover the grammar rules themselves by examining the examples. When students obtain grammar rules and they practice the language by creating their own examples Birmingham, (2013) (p.2)

It refers, that inductive method it is opposite to deductive method. For instance, students need a better critical thinking to find themselves the grammar rules only with given contextualized examples. Lastly, they will be able to create their own examples. Thus, inductive method is a complex process but such effectively.

Inductive reasoning moves from specific details and observations to the more general underlying principles or processes that explain them (e.g., Newton’s law of gravity). The premises of an inductive argument are believed to support the conclusion but do not ensure examples. Thus, the conclusion of an induction is a hypothesis. In the inductive method, also called the scientific method, the observation of nature is the authority.

4.2.3.2 Deduction

The Oxford dictionary (2019) defines deduction as “to show or hold a thing to be derived from etc.” or “to draw as a conclusion from something known or assumed, to infer.”

Deduction thus, is inference by reasoning from generals to particulars, or the process of deducing from something known or assumed.

Evidently, the deduction is in the opposite side than induction. Here, based on previous knowledge, it is inferred a final criterion about it.

4.2.3.2.1 Deductive approach Concept

Deductive teaching is a traditional method in which information about the target language and rules is given at the beginning of a class and complemented with examples. The principles of this approach are used in classes where the main target is to teach grammar structures, International Journal of instruction (2019).

Therefore, this method gives at the students the grammatical bases to create their own examples. Thus, it could be the most used teaching method. In addition, it makes the student to be aware with the right use of the grammar rules Thornbury (1999) and Shrum & Glisan (2016).

Deductive reasoning typically moves general truths to a specific conclusion. It opens with an expansive explanation and continues with predication for specific observations supporting it, it is narrow in nature and is concerned with testing or confirming a hypothesis.

Deductive reasoning leads to a confirmation (or not) of our original theories. It guarantees the correctness of a conclusion. Logic is the authority in the deductive method. Indeed, inductive method states general hypothesis. Contrary to deductive method, which looks for a conclusion to hypothesis.

Induction and deduction are pervasive elements in critical thinking. They are also misunderstood terms. Arguments based on experience or observation are best expressed inductively, while arguments based on laws or rules are best expressed deductively. Most arguments are mainly inductive. In fact, inductive reasoning usually comes much more naturally to us than deductive reasoning.

Inductive and deductive method is essential for critical thinking. However, to deduct something it's necessary to have scientific knowledge. By the other hand, induction comes naturally based on previous experiences.

4.2.3.3 Comparisons between deductive and inductive approach

Deductive reasoning works from the "general" to the "specific." It is also called a "top-down" approach. The deductive reasoning works as follows: think of a theory about the topic and then narrow it down to a specific hypothesis (hypothesis that we test or can test). Narrow down further if we would like to collect observations for the hypothesis (note that we collect observations to accept or reject hypothesis and the reason we do that is to confirm or refute our original theory).

When people use deduction, they think from general principles to specific cases, as in applying a mathematical theorem to a particular problem or in citing a law or physics to predict the outcome of an experiment.

Inductive reasoning works the other way, it works from observation (or observations) works toward generalizations and theories. This is also called a “bottom-up approach. Inductive reason starts from specific observations, look for patterns, regularities (or irregularities), devise hypothesis that we could work with and finally ended up developing general theories or drawing a conclusion.

By using induction people observe many specific instances and from them infer a general principle or law. Inductive reasoning is open-ended and exploratory especially at the beginning. Alternatively, deductive reasoning is narrow in nature and is concerned with testing or confirming hypothesis.

In addition, when the strategy was applied for the first time, they were spoken only in English using the direct method. As a result, it was noticed that students did not understand in a hundred percent. This result leads to use at least some keywords in the native language inductive.

4.3 Strategy for Developing Listening Skills

Considering the way that people learned their native language, the best strategy to acquaint English pupils with English listening skills is by using visual aids: realia, authentic materials and body language in a whole, therefore the next strategy, “**All in a whole, listening tools**” was created:

Described next:

- ✓ By specifying the use of non-verbal skills like mentioning the objects: To give the target vocabulary with the topic classroom language “In the classroom” Table, chair, door, whiteboard, eraser, etc.

- ✓ Create a short story using the vocabulary given through gestures, Ex: Every day I open the **door** for entering the classroom, and you are sat on your **chairs** then I go to the **whiteboard** and write the content of the day. At the final of the lesson, I use the **eraser** for cleaning the **whiteboard**. (Clarify Students to focus their attention only on the target word.)

- ✓ The teacher will assign five students (the number of students depends on the number of words) one word from the target vocabulary. The teacher will tell the story again and the students have to represent it For Example: Every day Luis **opens** the door, while Maria is sitting on her **chair**. When they hear the keyword that was assigned to them, they will perform the action.

If you are developing for Example the topic “**Rooms of a house**” you can bring some pictures of our house and tell them the story by using those pictures, we can ask them to bring some pictures of their houses as well. These activities will help them to

learn vocabulary and put it on practice at the time. You can apply it to different topics if you don't have pictures or realia you can use flashcards or videos; it depends on the teacher resources and creativity.

4.3.1 Results

At the observation time considering the variables of the sub topic, non-verbal skills and listening skills, the following information was found:

The students are some active and participative, they comprehend the instructions given in the target language. The lesson began at the TIC classroom being there, the teacher showed them some slides about prepositions of places: on, behind, between, under, etc. After 30 min they went to the classroom for doing a guessing game activity then, she divided the students into two groups "team A" and "team B". Then, she drew a line in the middle of the white board, in order to each group to have a space for writing on it.

She described a place in the city and the pupils had to guess it and write its name in the space that corresponds to his/her group on the whiteboard. The teacher was all the time using gestures like, "**Thumb up**" for showing acceptance and good job, maintaining the body posture, and moving the mouth slowly to show them how to pronounce the words correctly, the students attended and did the activity assertively.

Seeing how the teacher used her body language helped the pupils understand what they were listening. Almost all of them, were aware in the meaning of the instructions that the teacher was giving to develop the lesson and setting up the classroom.

When she asked about specific things like, what does "under" means? All of them understood what she asked, but only some of them replied, proving that they are active and passive listeners.

The strategy explained before was implemented the days, Monday October 19th and Thursday October 29th, 2020, being planned with the plan presented below:

Date: Monday October 19th

Materials: flash cards

Time: (45 min)

Target vocabulary: Turn right, turn left, block, North, south, east, west, corner, streets, straight, around.

Places in the city: bank, sport court, overlook, cathedral, fire station, museum, kind of backyard.

Story development.

One day a man from Egypt, was walking **around** the Morazán park, walking around, around, around, looking for a place to go. In that moment, he hit with a girl, He apologized to her “I’m sorry it was my fault, I don’t know which place I can visit, can you recommend me a famous place in Matagalpa? The girl replied “Don’t worry I was distracted; I can recommend you to go to Calvario’s **Overlook**, and the man says where Calvario’s **overlook** is located? She responses it is located on the west, you must walk 6 **blocks straight**, don’t turn left because there it is located **the fire station**.

Date: Thursday, October 29th

Materials: flash cards

Time: 45 min

Places in the city: overlook, cathedral, fire station, museum, hospital, kind of backyard.

Shift: afternoon

Feedback: 5minutes

Activity 1: To set up the class in two groups- girls and boys and to assign 3 words by the group using the vocabulary taught in the last assessment. Give them 5 min to organize the ideas about what gestures they were going to do for representing the words given.

Activity 2: To Break the group in two-line face to face to start the clown activity. Every member of the group is going to have one minute for guessing which of the city the other group is represented using non-verbal language. (20 min max)

If the group cannot guess the second group have the floor to represent their words. The clause will be given using the key word in English as the second time guessing the same place.

Activity 3: To conclude the activity by asking and answering and to reward the winner of the

The strategy “All in whole, listening tools” was applied obtaining positive results, the children participated since the beginning.

Only talking by using the target language, it was hard for them to understand at the beginning because the vocabulary introduced was unknown for them. Vocabulary about some places in the city, such as fire station, kinder garden, overlook, and directions (north, south, east and west).

The students were located in the cardinal’s directions, specially some that had bad behavior. One of those learners led the activity, and the students actively participated. It was evident that using keywords it is necessary for clarifying doubts.

The same stages planned in the strategy created were done.

- Introducing new vocabulary.
- Story based on the vocabulary.
- Student participation.

By using repetition drill, students practiced the pronunciation of the new words, joined all the time with gestures, for example: **North** and specifying in the northern direction. The teacher participated in the activity as well, helping create a great environment, for developing the activity.

It was necessary to do the activity one more time, some students understood the story that created with the vocabulary taught, but not completely, so it was necessary to ask them if they understood what was the story about, just half of them answered with short sentences. In the second time of the application, we spoke slower than the first time, and

used more and tough gestures, was fundamental for their understanding, also using keywords in Spanish helped them get sentences.

Almost of them got the story completely because they replied with positive answers to the questions given about the story. The students are active and passive listeners. Those who are passive listeners answered shortly using words in Spanish and English at the time, when we ask them directly. With Active listeners they replied by themselves, expressing their own opinion.

It was noticeable that non-verbal skills are essential to develop listening skills, specially in beginners because, they understand by comprehension, while seeing gestures associated with speech, however it is fundamental to use the target language, avoiding not to overuse it.

The students pronounced some words understandable because they were seeing how teacher moved her mouths, joined with the gestures representing the words. We noticed, almost all the students reached the stages of listening.

On the day Thursday October 29th the survey was administered during the first strategy application. Essential information was obtained from the students and teacher 's answers. The administration of the survey was done with the ten students randomly selected form the thirty in the group which answers are presented in the chart below.

#	Questions	Answers
<u>1</u>	Do you consider that through these activities, did you learn new vocabulary? Which?	All of them had learned new vocabulary and practiced vocabulary based on some places in the city, cardinals' points, and words like: silent, guys and awesome.
<u>2</u>	Would you like that we apply this strategy a second time? Explain.	All of them expressed that they liked the strategy and would be nice to repeat it another day because it was funny, interactive and they learned playing.
<u>3</u>	Do you believe that is better to use the English all the time and speak in Spanish only for explaining something difficult to understand? Why?	All most of them said, that it is better to use English all the time, for getting used to the language, on the other hand, some of them expressed that is better that the teacher speaks and English and Spanish (50-50).

<p><u>4</u></p>	<p>Do you think that the gestures used in this strategy helped you understand what you were listening? Explain.</p>	<p>The ten students responded, that the gestures were essentials to comprehend the story because in Nicaragua people are used to use gestures to communicate, and the activity became funny trying to guess what their classmates wanted to share.</p>
<p><u>5</u></p>	<p>Do you think that doing the activity twice was long or it was a positive aspect for your comprehension? Explain.</p>	<p>All of them expressed that doing the activities twice, helped them understand the whole story, practice and internationalize the vocabulary learned.</p>

Findings

- ✓ The answers that the students gave about the strategy were positives because we proved that the strategy can help develop the listening skills, by using the sight and hear sense simultaneously, the brain processes the information better and contextualize it.
- ✓ It was an interactive way to learn the language and helped students obtain useful and meaningful learning.

CONCLUSION

Based on the information gathered:

- ✓ The use of Non-Verbal skills for developing listening skills gives to the brain more connection to assimilate the new information. As well as, instead of using one sense, two senses are active (The sight and hearing sense).
- ✓ The body movements help all the time the understanding`s pupils in the acquisition of the English language to develop the listening skills and to comprehend the message without translations.
- ✓ The reason why Non-verbal skills are a useful tool is because, that they are universal and typical of all human beings, and they can be understood in every language. These sub-skills include their apport to the English language.
- ✓ The applications of new strategies that involve a total immersion method or nonverbal engage students to improve listening skills in the time that they use gestures to communicate with their classmates.
- ✓ As more as the students were in contact with Non-Verbal skills, they learned the new knowledge easily.
- ✓ To repeat the strategy, two or more times was crucial for better comprehension.

- ✓ To use English all the time for English learners becomes them boring and as a result, they have bad behavior when they do not understand the explanations of the activities or some doubts that they have. For that, to use of native language in special cases is going to help them have a better understanding and meaningful learning.

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APPENDIXES

Appendix 1

TEACHER INTERVIEW

Dear teacher the aim of this interview is to gather essential information about students' background and how you help them to develop listening skills considering this background.

- 1) where the students come from?

- 2) Do some students have studied English before?

- 3) where the students live? who?

- 4) Do some pupils are studying in the same grade for two consecutive years?

- 5) what is the most difficult thing that you have found in the group?

- 6) what activities do you apply for developing the listening skills?

- 7) which one of these activities has given the best result to you?

Appendix 2



UNAN-FAREM MATAGALPA



Dear students, the aim of this survey is to know what do you think about the application of the strategy “all in a whole, listening tools,” for helping develop the listening skills, by using the non-verbal skills.

1. Do you consider that through these activities did you learn new words?
Which?
2. Would you like that we apply this strategy a second time? Explain.
3. Do you believe that is better to use the English all the time and speak in Spanish only for explaining something difficult to understand? Why?
4. Do you think that the gestures used in this strategy helped you understand what you were listening? Explain.

5. Do you think that doing the activity twice was long or it was a positive aspect for your comprehension?
Explain

Appendix 3



UNAN-FAREM MATAGALPA-SURVEY



Dear teacher, the aim of this survey is to know your opinions about the application of the strategy “all in a whole, listening tools,” for helping develop the listening skills, by using the non-verbal skills.

1. What is your opinion about the strategy that we applied with the students?
2. What do you recommend us for improving the strategy?
3. Would you apply this strategy in your future lessons?

4. What skills this strategy be applied with?

5. Do you believe that through the application of this strategy, students learn the second language as they learned their native language?

Variable operationalization Table

Appendix 4

Objectives	Variables	Dimensions	Indicators	Instruments
<p>✓ Explain the role that Non-verbal skills have in the development of listening skills.</p>	<p>Non-verbal skills (types)</p>	<ul style="list-style-type: none"> • Facial Expressions • Gestures • Para language • Physical communication • Kinesics 	<ul style="list-style-type: none"> • Raising eyebrows, rolling eyes, nodding. • Waving, pointing, and using fingers to indicate numeric amounts. • Rate, volume, tone. • Smile or frown, salute, touch. • Postural, body movements. 	<ul style="list-style-type: none"> • Observation/journal. • <u>Teacher interview</u> <p><u>1) where the guys come from?</u></p> <p><u>2) Do some guys have studied English before?</u></p> <p><u>3) where the students live? who?</u></p> <p><u>4) Do some pupils are studying in the same grade for two consecutive years?</u></p>

	<p style="text-align: center;">Listening Skills (stages)</p>			<p><u>5) what is the most difficult thing that you have found in the group?</u></p> <p><u>6) what activities do you apply for developing the listening skills?</u></p> <p><u>7) that one of these activities has given the best result to you?</u></p>
<p>✓ Specify the role that Non-verbal skills have in the development of listening skills.</p>		<ul style="list-style-type: none"> • Receiving • Understanding • Remembering • Evaluating • Responding 	<ul style="list-style-type: none"> • Hearing • Learning • Recalling • Judging • answering 	

Visual Resources

Appendix 5

(1) Explanation time of the activity



(2) Developing the activity (clown)



(3) A boy representing a church through gestures



(4) A little girl representing a fire station



