



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**EL MANEJO DEL LENGUAJE NO VERBAL EN LOS DOCENTES
DURANTE LA ENSEÑANZA DEL INGLÉS**

**ECHEVERRIA LAPO EDUARDO JAVIER
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MAZA GONZALEZ DALTON RENE
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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INTERVENCIÓN**

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LUNA LARA EDUARDO MARCELO

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DEDICATION

First of all, I dedicate this research to my dear grandfather Eduardo Echeverria, who is my guide, support and role model in my life. Thanks to him for believing in me, motivating me to achieve the goals I set for myself and to be a better person for society. Secondly, but not least, I thank my mother, siblings, my girlfriend and friends who trusted in me and my abilities.

I dedicate this research mainly to my parents because they were the ones who always gave me their support at all times and also for being my inspiration. Secondly, but not least, I thank my classmates, teachers and friends who were with me throughout this educational process for the support and fun times we went through in this stage of university life.

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I am very grateful to my father for the sacrifices he has made so that I can conclude my studies without interruptions. I thank my family for the support they give to me, to my teachers for the knowledge acquired throughout the career, to Dr. Odalia Llerena for being an excellent teacher and in the same way to Lcdo. Eduardo Luna, for sharing his techniques and strategies in a foreign language.

RESUMEN

Esta investigación tiene como finalidad mejorar la interactividad durante las clases de inglés, en los estudiantes de 7mo año de Educación General Básica paralelo “A” de la Escuela de Educación Básica “Dra. Amada Segarra Orellana”, mediante el manejo del lenguaje no verbal por parte del docente como método activo, a pesar de los grandes cambios que se han venido implementando en el proceso de enseñanza-aprendizaje de una lengua extranjera, aún se mantienen evidenciando problemas en el aula de clases, por esta razón, que mediante el manejo del lenguaje no verbal por parte del docente se pretende mejorar la participación de los estudiantes en el salón de clases. La investigación tiene como objeto de estudio el proceso de enseñanza-aprendizaje del idioma inglés, además está sustentada por un paradigma cualitativo, con un enfoque de investigación-acción participativa y métodos empíricos como la entrevista, encuesta y observación que permitirán medir el alcance del presente trabajo. De esta manera identificando la poca participación en clases se ha recurrido al manejo del lenguaje no verbal por parte del docente como método activo para mejorar la interactividad durante las clases de inglés, permitiendo así que los estudiantes participen e interactúen en el proceso de enseñanza-aprendizaje de la asignatura de inglés.

PALABRAS CLAVE: lenguaje no verbal, interactividad, estrategia didáctica, método activo, proceso de enseñanza-aprendizaje.

ABSTRACT

This research aims to improve interactivity during English classes, in the students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana", through the management of non-verbal language by the teacher as an active method, despite the great changes that have been implemented in the teaching-learning process of a foreign language, problems are still evident in the classroom, for this reason, through the management of non-verbal language by the teacher it is intended to improve the participation of students in the classroom. The research has as its object of study the teaching-learning process of the English language, it is also supported by a qualitative paradigm, with a participatory action research approach and empirical methods such as interview, survey and observation that will allow measuring the scope of this work. In this way, identifying the low participation in classes, the management of non-verbal language by the teacher has been used as an active method to improve interactivity during English classes, thus allowing students to participate and interact in the teaching-learning process of the English subject.

KEY WORDS: non-verbal language, interactivity, didactic strategy, active method, teaching-learning process.

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INTRODUCTION

English classes in educational institutions at both primary and secondary levels are not receiving adequate relevance from most students. By not actively participating in them, they are considered boring, monotonous, and inconsequential, making the class lack interaction and dynamism. Mehrabian (1972) points out that only one-third of the verbal component contains meaning within a communicative exchange. The remaining two-thirds correspond to non-verbal elements, so it is necessary to emphasize these very few resources visible in teaching.

A participatory, dynamic, and interactive class allows the knowledge and teachings of the teacher to be captured without difficulties by their students due to the interest and impact that the class is having on them, which in many cases is difficult to achieve as an English teacher.

This situation can be due to many factors, one of them is related to the performance by the English teacher, and a strong limitation is the limited handling of non-verbal language within the class, through which he could capture the attention of his students, expand the signifier of the message and thus induce them to listen, participate and learn.

Nonverbal language refers to the different actions that the teacher can perform throughout his class to better explain a specific topic, either through paralinguistic resources when addressing the student body, gestures, postures, appropriate body expressions, or the appropriate use of distance to convey the message optimally.

(Cestero, 1999) considers that non-verbal communication includes non-linguistic signs used to communicate something, where cultural habits and customs are also considered part of it.

Communication plays an essential role in the classroom, as it is considered "una forma de interacción social que requiere el establecimiento de contactos interpersonales y el subsiguiente

intercambio de información" (Lozano, 1988, p.110). That is, for communication to exist, the presence of at least 2 individuals who are involved in an exchange of information is needed.

According to Kendon (1988) Nonverbal communication “es la más apropiada para enfatizar, pues con los gestos se relata el discurso”. This means that non-verbal communication also helps to build the didactic discourse of the teacher and thus have a better mastery and control of his class.

Basically, it allows the educator to improve their communication with an adequate tone and rhythm without neglecting the teaching technique, helps them function more easily in the classroom, provides security and personality, promotes student participation, and strengthens the bond between teacher and student communication.

Nonverbal language is based on some elements that infer the development of this same, such as facial expression, which is the most common form of non-verbal expression, through mimicry of the face (movement of the eyebrows, lips, facial muscle, etc.), posture refers to the state of position of the body, the vertical and straight postures of the teacher denote a balanced nature. In contrast, the hunched postures and the head down of a teacher in front of his students are related to depressive behaviors or states of sadness that influence the mood of the students.

For the emission of the gestures intervene the use of the hands, legs, and arms to gesticulate, feelings and attitudes are being expressed and the enthusiasm of an educator when transmitting his teachings. With respect to eye contact, the gaze has a special meaning in didactic communication because the visual contact between teacher and students is the first that is established, and the paraverbal elements refer to other aspects of communication do not verbal, such as tone, silences, verbal fluency, etc.

The use of non-verbal language by teachers in English allows making a class more interactive, dynamic, and participatory. Through gestures, postures, and physical contact, the teacher promotes that his students are integrated into the subject and develop positively in the class.

The deficit of the use of non-verbal language in the members of the teaching staff who work in Ecuadorian educational establishments is very high, most English teachers need to deepen their knowledge about non-verbal language within their classes, because they possibly did not receive adequate training in this subject, and therefore its use has been relieved to the background making their classes develop under a traditional context "using verbal language" without paying attention to those elements that strengthen your message.

The consequences of not working with non-verbal language are limited intraclass communication the little participation and interest of the students within the classes. This has been evidenced in the practices in previous semesters where English teachers were observed teaching their class sitting at their desk or standing in front of the blackboard, moving only their hands to give indications without using the multiple resources of non-verbal communication.

Although educators know about the importance of the use of non-verbal language within teaching, there is no emphasis on its implementation, when entering the classes of the 7th year of Basic General Education parallel "A" at "Dra. Amada Segarra Orellana" school, English language students present a series of difficulties to internalize the contents and strengthen the skills of a foreign language.

- Low participation and interaction in class.
- Students are easily distracted.
- Disinterest in developing communicative skills of the English language.

- There is no good communication between teacher and student.

Based on the above, the following **scientific problem** arises: How to improve interactivity during English classes in the 7th year of Basic General Education parallel “A” at “Dra. Amada Segarra Orellana” school?

The object of the research is the process of teaching and learning the English language in Basic General Education.

The possible causes involved in the origin of the problem are the following:

- Limited management of non-verbal language by the teacher
- Lack of stimulation in classroom interactions.
- The teacher does not accompany his explanation with gestures, movements, and voice inflections that arouse interest in his students.

This research **aim** is to improve interactivity during English classes by implementing a didactic strategy based on non-verbal language management in the 7th year of Basic General Education parallel “A” at “Dra. Amada Segarra Orellana” school.

The field of study is Non-verbal language in language teaching.

For the development of the research, the following **specific objectives** were considered:

1. To base from the theoretical point of view the use of non-verbal language in the teaching of the English language.
2. To diagnose the current state of communicative interactivity during English classes in the 7th year of Basic General Education parallel “A” at “Dra. Amada Segarra Orellana” school in the school period 2022 - 2023.

3. To implement a series of procedures designed based on the use of non-verbal language in the 7th year of Basic General Education parallel “A” at “Dra. Amada Segarra Orellana” school to improve interactivity during English classes.

4. To analyze the results obtained in the application of the didactic strategy based on the use of non-verbal language aimed at increasing interactivity during English classes.

The present research is carried out from a qualitative methodological approach under a participatory action research design.

From the **theoretical level**, the following methods are applied:

Logical Historical Method: Literature Review

Synthetic Analytical Method: Analysis of each of the elements of non-verbal language to obtain certain conclusions.

Inductive Analysis: Establish the possible causes of the problem to be investigated.

The following techniques are applied at the **empirical level**: observation, interview and survey.

The population is composed of the 28 students of 7th year of Basic General Education parallel “A” at “Dra. Amada Segarra Orellana” school.

The **practical contribution** of this research lies in the didactic strategy based on the non-verbal language management by teachers in the 7th year of Basic General Education parallel “A” at “Dra. Amada Segarra Orellana” school for the improvement of interactivity during English classes.

The **importance** of this work is that it induces the use of non-verbal language by teachers in teaching the English language to optimize communication within the classroom. It is intended to improve interaction and participation in the teaching-learning process and strengthen the

communication bond between students and teachers. The management of non-verbal language, such as facial expression, posture, gestures, eye contact, and paraverbal elements, can motivate the teaching-learning of students, obtaining optimal results.

The **research structure** is composed of an introduction where it contains the theoretical design of the research and a chapter one where the theoretical reinforcements that help carry out the work are presented. Successively, there is a theoretical framework where the type of research is based, a methodological chapter with its purpose, methods, and techniques that led to the results obtained. Chapters three and four respectively present the proposal for intervention and the results of its implementation. The closure of the work is based on conclusions and recommendations together with the bibliography and the annexes with evidence of the work carried out.

CHAPTER I. THE MANAGEMENT OF NON-VERBAL LANGUAGE BY TEACHERS IN THE TEACHING OF THE ENGLISH LANGUAGE AT THE BASIC EDUCATION LEVEL

This chapter describes the theoretical background of the management of non-verbal language in teaching the English language to have a clearer vision of the process of teaching this language in Basic General Education. In this way, the bases for the execution of the investigation are created, responding to the scientific problem.

1.1 Historical understanding of non-verbal language management in English language teaching at the basic education level

The analysis of nonverbal communication began in 1872, where the study of facial expressions was influenced by the book by naturalist Charles Darwin "The Expression of Emotion in Man and Animals." In 1941, David Efron, with his book "Gesture and Environment" unveils new ways of analyzing the human body's language, highlighting the important role that culture has in the development of gestures.

On the other hand, the study of kinetics and proxemics began between 1952 and 1959 by anthropologists Birdwhistell and Edward T. through research programs. The term "Nonverbal Communication" was first known in 1956 thanks to Jürgen Ruesch and Weldon Kees in their book "Nonverbal communication."

Over the years, the level of communication and interaction in the classroom has been lost during the teaching of the English language as a foreign language, the poor handling of non-verbal language by teachers and the little motivation that students have to participate in the classroom are some of the main causes of this problem.

As mentioned, (Álvarez, 2002), when teaching a foreign language as a second language, teachers focus more on verbal elements rather than non-verbal ones. This will significantly limit students when communicating with other people within a specific context. Usually, when we communicate with someone, we use non-verbal elements to make that conversation more fluid.

"Body language has the power to transfer the attitudes and feelings of people to others and in many cases can be even more effective than verbal messages" (Farhangi, 1995). Body language is an important factor in complementing the information we transmit in a conversation. Communicating simply with verbal messages would not end up causing the same effect and impact as communicating using body language.

The little importance that students have given to learning the English language over time added to the low interest that teachers generate in their students to learn this foreign language in their classes have seriously affected the dynamism within them since the teacher will only be limited to explaining and solving the activities of the book himself due to the little or no support and participation of his students in the class.

Nowadays, it is very difficult for English teachers to capture the attention of his students in the classroom since many of them do not feel enough interest in learning this second language. However, this problem can be solved to a large extent with the handling of non-verbal language by the teacher in the development of his class.

1.2 Referential and conceptual background of the management of non-verbal language in the teaching of the English language in GBE.

It is necessary to point out the scope of non-verbal language in the educational field the need to use it when a teacher wants his students to be attentive and participatory in the different

topics. Communication does not only exist in what is said with words, in what is written or drawn on paper, it is also in those that are said and drawn with the body.

De La Torre, S. (1984) understands that the didactic act is nothing more than a communicative process, in which non-verbal messages communicate sensations, thoughts, and feelings expressed singularly by each person, according to the meanings and symbols that he builds throughout his life.

This refers to the aspects and spontaneity with which nonverbal communication is integrated into teaching.

Mercer (1997) points out from constructivism the need to attend to the representations and constructions made by students and analyze their non-verbal expressions, where they collaborate to understand the symbols built in class.

This means that the management of non-verbal language facilitates the understanding of the needs of students to select didactic strategies and design academic activities according to those needs.

In the dynamics of interpersonal relationships in a classroom, the verbal interactions require an alternation between senders and receivers accompanied by non-verbal signs, which intercede for the turns of speech, intonation of words, gaze, gestures, and body movements.

Paralinguistics, gestures, and kinetics are valuable elements when structuring the contents. They allow to hierarchize aspects of these, use them as supports of teaching strategies, and orient the teaching discourse towards what Bruner (1997) called "learning by discovery."

Pozo, I. et al. (1994), points out that attitudes are integrated by different components that act in an interrelated way: affective (feelings and preferences), cognitive (knowledge and beliefs); behavioral (overt actions and statements of intent).

According to the ideas of Jackson (1999), the attitudes of the teacher, the thought expressed through verbal and non-verbal language, not only manifest, as has already been said: norms, roles, values or beliefs, but can also leave "marks" on students, who are often unconscious but can remain permanently.

This expresses that the teacher's verbal or non-verbal behavior is reflected in his students for a lifetime and influences their future behavior.

1.2.1 Theoretical background to non-verbal language.

Nonverbal language has been fundamental to the conservation and evolution of our species. The evolutionary importance of nonverbal language for homo sapiens sapiens and that the step towards verbal language would not have been possible without this essential cognitive process.

The use of language for homo sapiens sapiens represented a strong impact on evolution. To develop natural language to what we know today, but, above all, millions of years of evolution and learning. Darwin himself spoke of the expression of emotions in the human being. However, before communicating verbally, the man used non-verbal forms (gestures, postures, and facial expressions, among others) to make himself understood and to relate to other members of his species.

Social interaction for man is fundamental and requires living in groups and feeling their support. For this reason, without nonverbal language, surviving as a species probably would not have been possible, as there would have been no way to stay together as a group. However, this form of communication has not received due attention until now.

Thanks to Rizzolatti, Gallese, and Fogassi (1996) studies, it is known that humans have "mirror neurons," which means that when one person watches another perform an action, we can automatically understand each other among the members of our species.

Nonverbal language can be defined through the following conceptual lines:

Es una forma de interacción silenciosa, espontánea, sincera y sin rodeos. Ilustra la verdad de las palabras pronunciadas al ser todos nuestros gestos un reflejo instintivo de nuestras reacciones que componen nuestra actitud mediante el envío de mensajes corporales continuos. De esta manera, nuestra envoltura carnal desvela con transparencia nuestras verdaderas pulsiones, emociones y sentimientos. Resulta que varios de nuestros gestos constituyen una forma de declaración silenciosa que tiene por objeto dar a conocer nuestras verdaderas intenciones a través de nuestras actitudes. (Cabana, 2008, cited by Rodríguez and Hernández, 2010)

According to McEntee (1996) "Por medio de los gestos, de las expresiones faciales y de la tensión o relajamiento corporal que se describen, se nos comunica cierta información acerca de la relación entre dos personajes."

One of the instances where the use of non-verbal language has a high impact is in the classroom where a teacher who is grumpy or unwilling by external situations will hardly be able to hide his internal discomfort from the students who, when observing an elusive look, exaggerated gestures and even a heavy gait, process the information and determine the mood of the teacher.

This indisposition is transmitted and floods the class atmosphere, and the harmonic rhythm is lost, no matter how much the teacher disguises the students realize this situation, which ends up affecting the achievement of the objectives proposed for that session.

On the contrary, if the teacher in charge is predisposed and enthusiastic about the class, the students also get infected with that energetic and positive state and replicate it. The gestures, the proximity to the group, and the tone of voice create an ideal environment for the development of

the lesson. Therefore, every teacher needs to be aware of the messages he transmits without sometimes realizing that he does.

1.2.2 Pedagogical characterization of the handling of non-verbal language by teachers in the teaching of the English language.

The management of non-verbal language that teachers use becomes the input and basis of a theoretical and research reflection. All this starts from a pedagogical perspective because it is important to recognize educational research as the professional action that provides greater knowledge for improving practices.

1. The recognition that teachers give to non-verbal language in their practices.
2. The classification, characterization, and functionality of the non-verbal language used in the development framework of two teaching practices.
3. The meaning and use are given to non-verbal language from a pedagogical perspective.
4. The relationship between non-verbal language and didactics. And the value from these two concepts is given to non-verbal communication as a system of particular communication between teachers and students, called a non-verbal contract.

Currently, few educators implement intentional nonverbal language in the classroom. Even so, the results have been favorable because the use of body expressions, facials, eye contact, posture, gestures, and paraverbal elements usually stimulate the participation of students in the different academic activities and interact in the topics of study.

1.3 Contextual characteristics of non-verbal language in English language teaching at the GBE level

Due to nonverbal elements are not commonly used or treated with importance in the teaching of the English language as a second language, students are only concerned with correctly

transmitting a message without making use of gestures or body movements typical of non-verbal communication, preventing the message from being transmitted in a better way and therefore being better captured by the receiver.

For teachers, teaching English in a classroom and getting their lessons captured by all their students can be complicated, especially at the level of Basic General Education, where many students usually tend to be easily distracted and do not give due relevance to the contents of the class.

According to Álvarez (2012), the movement of the hands plays an essential role in the communication process, since it allows us to demonstrate how we feel at that moment and clarify what we are going to express, in addition to allowing us to list, point out, create distances, sizes or movements that are part of what we want to tell.

This shows how essential it is to properly handle the hands as a key accompaniment to non-verbal language and especially for English teachers who will be able to impart with more ease the content aimed at their students, thus increasing interest in the teachings of the teacher by witnessing the feelings and dedication that the teacher uses and demonstrates in his class.

Suppose the handling of non-verbal language by English teachers is limited. In that case, this omission prevents the development of the communication and interaction process in the classroom, which hinders the teaching-learning process, and this lack of stimulus prevents interest in learning the English language from being generated by the students and the opportunities they could have in the future.

1.3.1 Characteristics of non-verbal language in English language teaching in the region and Ecuador

Managing non-verbal language is considered essential during face-to-face pedagogical accompaniment since it transmits much more information than verbal language. This language is multichannel and can be persuasive and intentional. In Latin America, the handling of this type of language is more relevant because non-verbal language occurs frequently and daily, as it is a means of primary expression, its use is feasible, it is related according to its culture and the context in which it is being developed for this reason this language can be ambiguous when it occurs in an intercultural context.

One of the particularities that globalization brings us is the commercial, social, academic, labor, cultural, and technological exchange increasingly frequent between cultures of different countries.

Now more than ever, we know that learning a language can serve as a bridge between cultures or nationalities in the world. The problem, however, is that speaking or understanding another or other languages is also not enough because both verbal and non-verbal communication comes into play in the communication process.

Nonverbal communication includes everything we express consciously or unconsciously through our body. This also implies those signs, movements, or gestures loaded with meaning that cultures adopt but are only understood by the people who belong to them.

Forms of non-verbal communication between human groups vary by context and culture. For example;

In Latin America, people see silence as a pause for exchanging ideas, but in other cultures such as the West, this may seem uncomfortable if you are unaware of it. This can be interpreted as

indifference, and in other cases as a lack of understanding, or that the interlocutor is not following the thread of the conversation. It can also be interpreted as a sign of shyness.

El contacto visual es otra forma no-verbal que puede implicar problemas en la comunicación, debido a que influye en diversos significados como los latinoamericanos al momento de mirar a los ojos significa respeto y que se está atendiendo a la otra persona. No mirar a los ojos implica falta de respeto o desinterés. En Japón, mirar a una persona directamente a los ojos mientras se está hablando es un acto descortés, incómodo e incluso desafiante. Para ellos, por el contrario, mirar hacia abajo (a la altura del cuello) es signo de respeto hacia la otra persona. (Kitao & Kitao, 1989)

About gestures, there is a big difference between cultures since, in Latin America, people are expressive, whether in public or not. In general, they are more emotional and explicit. They use their hands a lot. They are more open and effusive in exchanging greetings, with kisses and hugs. Instead, the Japanese try to avoid showing their emotions in public. Again, this is an act of moderation and respect for others. Also, body contact is limited, such as hugs and kisses.

Emblems are gestures made with the hands are called emblems and have different meanings depending on the culture. Some may be totally unknown, others similar, and others, although the same, handle different meanings. In the West, the symbol of closing the thumb and index fingers in the form of O, leaving the other three fingers up means, in Japan, the symbol of money or that money is needed, while for Latin Americans it implies "perfect," "well done," "excellent."

In Ecuador, the variety of cultures present in geographical regions allows gestures, facial expressions, body, and paralinguistics to vary their meaning depending on the city, province, and region that are made. It should be noted that it is surprising to know that non-verbal language

changes at all only in a country. This is because a state has many cultures, customs, and traditions that make one different from the other.

For example, the custom of greeting strangers with a kiss who other acquaintances are introducing in the coastal region. Failure to do so is frowned upon and can be interpreted as impolite or dismissive. On the other hand, in the Sierra region, its population does not usually do this, but they show their friendliness to unknown people only with a handshake.

1.3.2 Diagnosis of the current state of non-verbal language management in English language teaching in the 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana".

This section presents the results of the diagnosis developed on the management of non-verbal language in the teaching-learning of the English language in the students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana". Three instruments were used to collect these data, participant observation (Annex 1), an interview with the teacher (Annex 2) and a survey of students (Annex 3).

The observation guide applied as the first instrument allowed to obtain the following results:

- Students act very little in the classroom.
- Students are easily distracted.
- Students have difficulty acting on their own.
- Students interact very little with the teacher.
- Students do not usually work in teams properly.

In addition, an interview was conducted aimed at the English teacher, in order to know the level of interactivity in the classroom, thus obtaining the following information:

The teacher mentions that “when students work as a team, they tend to be distracted quite easily and do not work properly, since they keep talking to each other and some simply refuse to work with their teammates, so they do not comply in time with the activity to be carried out.”

“Very few students usually help each other, there is no good relationship of companionship between the students of the course, which hinders their interaction and teamwork.”

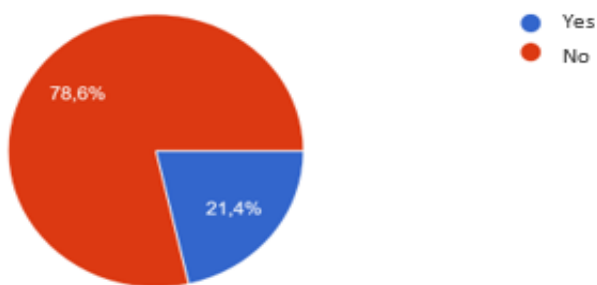
“Students do not usually participate in class quite often, there are times when none of them are encouraged to participate unless you call them directly.”

“Students at the time of acting do not do it with confidence and security, because they are not attracted to the class and only act because they feel obliged to do so.”

The teacher believes that “teaching the class in a different way can help to catch the attention of his students, the proper use of gestures, expressions and movement around the classroom will contribute to improve interactivity in the classroom.”

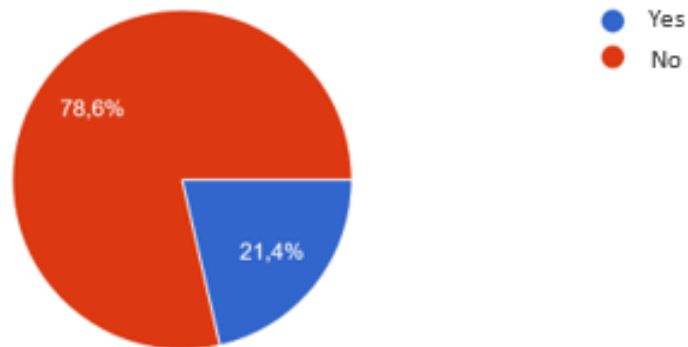
Finally, a survey was conducted with the students where the following information was collected:

Do you find English classes interesting?



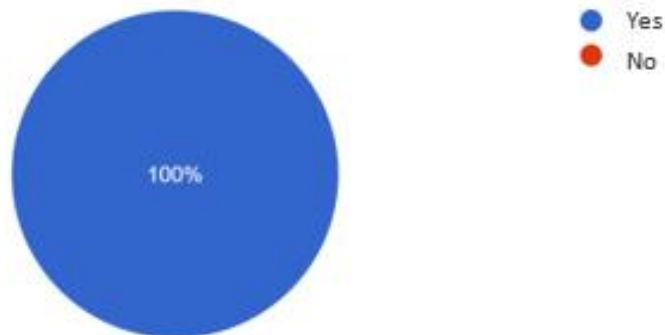
Many students do not find English classes flashy.

Do you feel confident to participate in class?



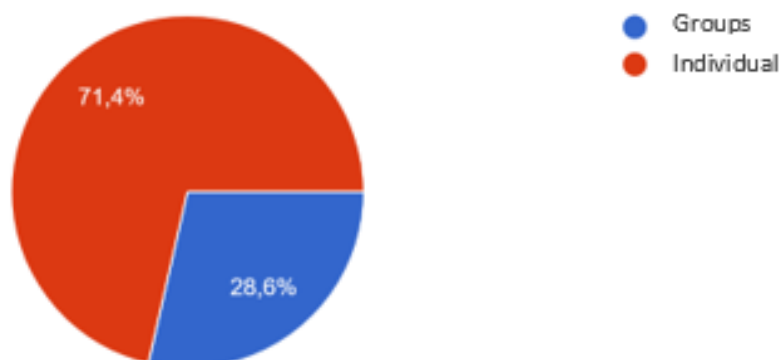
Many students do not feel confident and secure to participate.

If the teacher conducts his class in a dynamic way, it would be more interesting for you?



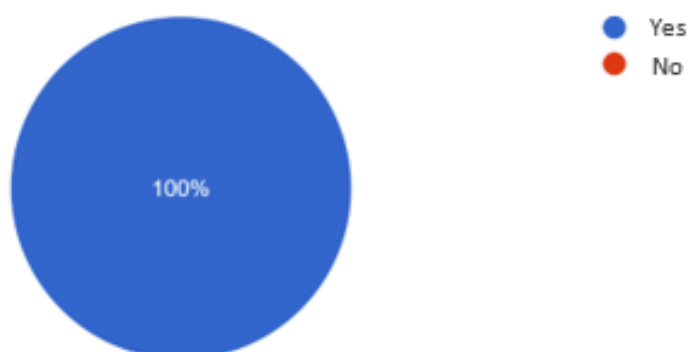
All students consider that if the teacher performs his class in a different way, it would be more striking for them.

How do you like to work in class?



Many students prefer to work individually.

Would you like your future classes to be more dynamic?



All students agree that they would like their future classes to be more dynamic.

In conclusion, with the analysis of data obtained from the instruments implemented, it can be noted that there is a low level of interactivity in the teaching-learning process of the English language, because students consider that their classes are not very striking and dynamic, in addition to the insecurity they feel when participating.

Based on the results obtained, researchers can plan and develop a didactic strategy based on the management of non-verbal language to improve interactivity during the teaching of the

English language in the 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana".

CHAPTER 2. METHODOLOGICAL FRAMEWORK

This chapter presents the methodology implemented in this research to meet the objectives that have been set. This methodology includes the paradigm, type of research, design, theoretical and empirical methods, the selected population and finally the instruments implemented for the analysis and collection of data.

2.1 Paradigm and type of research

The present research is carried out from a qualitative methodological approach, because it seeks to describe and explain the problem within a specific space, knowing the points of view of individuals who are part of the population to be studied and reach a conclusion through a rigorous analysis.

El enfoque cualitativo emplea la recolección de datos sin medición numérica, esto con el propósito de descubrir o afinar preguntas de investigación durante el desarrollo de la interpretación. Además, dichos autores refieren que el paradigma cualitativo de investigación, puede concebirse como un grupo de prácticas o técnicas de tipo interpretativo, que permiten escudriñar en el mundo haciéndolo visible, transformándolo en representaciones observables como son anotaciones, grabaciones y documentos, por lo cual sus dos principales cualidades consisten en que es naturalista e interpretativa.

(Baptista, Collado y Sampieri, 2010)

2.2 Research Design

According to the problem present in the research, it is necessary that this work be carried out under a participatory action research design, in this way it will be possible to detect and analyze the differences that exist when teaching a class with and without an adequate use of non-verbal language.

Espinoza (2020) mentions that participatory action research is a vital strategy that includes the creation of spaces for collaborative learning, in addition to the design, execution and evaluation of actions in order to achieve a better quality of life.

2.3 Population and sample of object of study

The population is made up of a total of 28 students, distributed in 16 women and 12 men of the 7th year course of Basic General Education parallel "A" at "Dra. Amada Segarra Orellana" school.

2.4 Research Methods

To carry out the development of the research, methods were used at a theoretical and empirical level, selected according to the type of research and the process necessary for the collection of data.

2.4.1 Theoretical Methods

The theoretical methods used in the research are:

Synthetic Analytical

This method was applied to analyze each element of non-verbal language and thus be able to determine how to make correct use of them in the classroom.

Logical Historical

It allows to study the state of interactivity within English classes and how it has changed over the years.

Inductive analysis

Through the analysis and use of reasoning, it is possible to establish the causes why the level of interaction in English language teaching is very low today.

2.4.2 Empirical Methods

The empirical methods used in the research are as follows:

Participant Observation

Through the observation method, information is collected within the environment of the studied population, observing the development and interaction between teacher and student in an English class, making an adequate management of non-verbal language.

Friz (2018) describes participant observation as one that tries to capture the social and cultural reality of a society or social group, through the inclusion of the researcher within the object of study.

Interview

Through this method, we seek to know how is the teaching-learning process of the English language, focused on the management of non-verbal language and interactivity in the classroom, through an interview with questions addressed to the teacher, thus contributing to the collection of data.

Tejero (2021) describes it as a process of dialogue between two people (an interviewer and an interviewee) with the aim that the interviewer fulfills the interviewee's desire to obtain information.

Survey

Using this data collection technique, students will be surveyed to get their opinion and point of view about their English classes.

According to Salas (2020) "In general, people are comfortable with the use of the survey that is widely used in different research with a quantitative or mixed approach, and even as a complement in research with a qualitative approach."

2.5 Techniques for data processing

Once the data has been obtained through the applied techniques, it is intended to analyze and interpret the results for understanding. For this analysis, the following technique is proposed.

2.5.1 Content analysis

Based on the content analysis, it is intended to interpret the results obtained with the respective data collection techniques.

2.6. Working with research analysis units

Within a research work, it is very important for researchers to take into account and identify the units of analysis with which they will work, since they are related to the problem, thus allowing the development of the research and preparing the instruments that will serve for the collection of data.

2.7 Working with the analysis unit: Interactivity in the classroom

Unit of analysis	Categories	Indicators
Interactivity in the classroom	Interaction between students	<ul style="list-style-type: none"> • Ability to work in a team. • Fellowship inside the classroom. • Solidarity among students.
	Teacher-student interaction	<ul style="list-style-type: none"> • Ability of the teacher to maintain an interaction with the student body throughout the class.

		<ul style="list-style-type: none"> • Students act with confidence. • The school atmosphere in the classroom is pleasant.
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Source: Own elaboration

2.8 Representation of categories in the instruments used

Categories	Participant Observation	Interview addressed to the teacher	Survey	Analysis
Interaction between students	Category 1 / Unit of analysis 1			<p>GOOD: Students interact quite a bit with each other in the classroom.</p> <p>REGULAR: Students interact very little with each other in the classroom.</p> <p>INSUFFICIENT: Students do not interact with each other in the classroom.</p>

<p style="text-align: center;">Interaction teacher-student.</p>	<p style="text-align: center;">Category 2 / Unit of analysis 2</p>	<p style="text-align: center;">GOOD: There is good interaction between students and the teacher in the classroom.</p> <p style="text-align: center;">REGULAR: There is little interaction between students and teacher in the classroom.</p> <p style="text-align: center;">INSUFFICIENT: There is no interaction between students and teachers in the classroom.</p>
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Source: Own elaboration

Up to this point, the design of the research is culminated, where the paradigm and the design of the research were described, in addition to describing the study population and the empirical and theoretical methods, finally, the categories and indicators of the unit of analysis were described to represent them in the instruments used.

CHAPTER III: INTERVENTION PROPOSAL

This chapter specifies the didactic strategy based on the management of non-verbal language by the teacher to improve interactivity during English classes, which is applied in students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana".

3.1 Theoretical foundation of the didactic strategy based on the management of non-verbal language as an active method for the improvement of interactivity during English classes.

The purpose of this research is to promote a didactic strategy based on the management of non-verbal language as an active method for the improvement of interactivity during English classes, in the students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana."

To cover the subject, first, we have to know what it is a strategy, a didactic strategy, their benefits in its implementation and even more importantly, what is its structure to develop and implement it in the best way in relation to the objectives set out in our research.

A strategy is based on a series of processes for decision-making and action in various scenarios, seeking to meet the previously proposed objectives.

A didactic strategy is carried out in the educational field with a single objective, which is that students achieve the construction of learning. Didactic strategies are procedures organized, studied and oriented to a clearly established goal. The teacher has all the freedom to choose the ones he considers to be appropriate when working with his students in the classroom.

According to Barriga (2002), hay una gran variedad de definiciones, pero todas tienen en común los siguientes aspectos:

- Son procedimientos.

- Pueden incluir varias técnicas, operaciones o actividades específicas.
- Persiguen un propósito determinado: el aprendizaje y la solución de problemas académicos y/o aquellos otros aspectos vinculados con ellos.
- Son más que los "hábitos de estudio" porque se realizan flexiblemente.
- Pueden ser abiertas (públicas) o encubiertas (privadas).
- Son instrumentos socioculturales aprendidos en contextos de interacción con alguien que sabe más.

According to Schmeck (1988); Schunk (1991) “las estrategias de aprendizaje son secuencias de procedimientos o planes orientados hacia la consecución de metas de aprendizaje, mientras que los procedimientos específicos dentro de esa secuencia se denominan tácticas de aprendizaje”.

There are many explanations about the exact definition of didactic strategies, therefore, it is known that they are activities that have to be related to the objectives or goals that the teacher wants to meet, that is why before implementing a didactic strategy the teacher must investigate and analyze it. The teacher must connect these with the environment, resources and materials they have in the classroom and thus avoid future problems when applying them.

In this integrated process, known and implemented as the teaching-learning process, the methodology defined by Guzmán and Marín (2011), “es un conjunto de actividades esenciales que se deben integrar en la ejecución de dicho proceso, son criterios y decisiones que organizan de forma global la acción didáctica en el aula”.

Navío (2007) mentions that “currently, there are several ways to learn and use didactic strategies, but many teachers have limitations in the use of them. There are still those who settle for the board and its speech, running the risk of student dissatisfaction”.

Didactic resources play a fundamental role when implementing a didactic strategy because in order for it to work and develop correctly, the teacher must have all the necessary materials to start what is planned for his classroom.

Servicio Nacional de Aprendizaje –SENA– (2010) establish that “la estrategia didáctica proyecta, ordena, y orienta el quehacer pedagógico, para cumplir los objetivos institucionales en cuanto a formación”. The didactic strategy is an action guide that guides in obtaining the results that are intended with the learning process, and gives meaning and coordination to everything that is done to reach the development of competencies in students.

The 3 main characteristics that define the didactic strategies are:

Based on objectives: Basically, the most relevant characteristic is that it is oriented so that students achieve concrete learning goals.

They have very different natures: Students may have different types of learning due to multiple factors or the environment in which they find themselves. These can be: age, educational level and subject. For this reason, the same strategies cannot be used for all students.

They encourage the active role of the student: The new didactic strategies are focused on the student learning better in a different way and these encourage individual work and authoritarianism taking a more independent role.

The components that make up the didactic strategies are:

Contents: Use the correct knowledge, skills and abilities that are linked to the purpose to be achieved.

Purposes: Achievements or goals set by the teacher.

Techniques and methods: There are varieties of ways to apply the procedures of the planned objective.

Resources: Choose the necessary materials to be used.

Activities: The way in which they are going to act whose purpose to provide, acquire and strengthen knowledge.

Taking into account the above, it is necessary for teachers to carry out an adequate planning of their curricula by competences, considering the following steps, which were described by Sileny Méndez M. and Luis J, Gómez B (2008), in their article “la planificación curricular en el aula. Un modelo de enseñanza por competencias”

Diagnostic phase: This is based on the entrance evaluation at the beginning of the school year of the curricular planning with all the actors of the project within the educational institution.

Purpose phase of curriculum planning: This consists of a global and specific vision of the educational action, taking into account previous experiences in terms of planning, review of internship reports, profile of the graduate.

Selection of methodological strategies: It is based on the selection of the correct methods, techniques and resources for execution. The teacher must investigate and analyze which are related to the objectives proposed.

Phase of tools for the elaboration of a curricular planning in the classroom by competences: In these activities the action of knowing, doing, being and living together are integrated.

Planning evaluation phase: Planning evaluation is an instrument that allows measuring academic progress.

The lesson planning is an important axis when establishing a didactic strategy, because it is an organized way of how they will achieve the objectives set and the way to treat the needs of the students.

3.2 Planning of the didactic strategy based on the management of non-verbal language as an active method for improving interactivity during English classes.

This section details the planning of the classes that the researchers structured where the use of a didactic strategy based on the management of non-verbal language as an active method is proposed for the improvement of interactivity during English classes in students of 7th year of Basic General Education parallel "A" at "Dra. Amada Segarra Orellana" school, with a total of 3 classes specifically on Friday 05, Friday 19 and Friday 26 August 2022, corresponding to the 3rd unit of the English book "I KNOW 4" A2.2.

CLASS 1:

Group: 7th "A" EGB

Participants: Researchers and students.

Time: 40 minutes

Content: Indefinite article "a" or "an"

Objective: At the end of the class students will be able to identify the correct use of articles "a" or "an".

Resources:

Board

Flashcards

Markers

Text book

Worksheets.

Activities to be developed:

Introduction (10 minutes): A small vocabulary on fruits is introduced with which students will later work with the indefinite articles, making use of flashcards, body movement and the appropriate tone of voice to catch the attention of students.

Development (20 minutes): The correct ways of when the article "a" is used and when the article "an" is used, this is worked by managing the proxemic, maintaining an adequate social environment with the students, that is, being with a maximum distance of 1.20 meters with each of the students. While the class is developing, the researcher moves around the classroom approaching each of the participants and in this way, they feel important in class.

Conclusion (10 minutes): The class is concluded, evaluating the individual participation of the students correctly using the indefinite articles to describe fruits on the blackboard.

Evaluation: Students will participate on the board using correctly the indefinite articles "a" or "an"

CLASS 2:

Group: 7th "A" EGB

Participants: Researchers and students.

Time: 40 minutes

Content: Demonstrative pronouns (this, that, these and those)

Objective: At the end of the class students will be able to use demonstrative pronouns.

Resources:

Board

Markers

Text book

Worksheets.

Activities to develop:

Introduction (10 minutes): Feedback is made on the previous topic, and then begin to dialogue about what demonstrative pronouns are.

Development (20 minutes): The emission of gestures is used to teach the subject, in this case explaining the correct use of each of the demonstrative pronouns, using the hands explaining that this and these are used when one or some objects are close and that and those are used when one or some objects are far away.

Conclusions (10 minutes): The class ends with a group activity, promoting teamwork so that the students solve the exercises corresponding to the unit, the researcher makes use of facial expression to indicate the development of them, that is, if the group works well, the facial expression of the researcher will be happy but if the group still does not understand the subject the facial expression of the researcher will be sad.

Evaluation: Students will work in groups of 4 to do some activities about the demonstrative pronouns.

CLASS 3:

Group: 7th "A" EGB

Participants: Researchers and students.

Time: 40 minutes

Content: Verb to be

Objective: At the end of the class students will be able to manage the verb to be (am-is-are).

Resources:

Board

Markers

Text book

Worksheets.

Activities to develop:

Introduction (10 minutes): It begins with feedback of the previous topic, to later indicate the importance of using the verb to be when communicating using the English language.

Development (20 minutes): The emission of gestures is used accompanied by the choral drill technique, which is based on repeating what the teacher indicates, in this case the researcher shows the forms of the verb to be (am-are-is) located on the board, indicating with his hands with which personal pronoun each one is used.

Conclusion (10 minutes): The class concludes with an activity in pairs, focused on the use of the verb to be, with the aim that the students put into practice the content acquired and in turn interact with each other.

Evaluation: Students will work in pairs writing the name of their classmates using the forms of the verb to be correctly on the board.

3.3 Practical application of the didactic strategy based on the management of non-verbal language as an active method for improving interactivity during English classes.

In order to put in practice, the didactic strategy based on the management of non-verbal language as an active method for the improvement of interactivity during English classes in students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana". The practical application of it was necessary, thus detailing the implementation of each class below:

Class 1:

In the first class the researchers started with a warm up about the topic in this case what is an article? How does an article work in a sentence? Then proceeded to the explanation of the theme Indefinite article "a" or "an" and its correct use, using the textbook (ANNEX 7). Finally, the students did some exercises on the board with the aim that they strengthen the theme and to make the class more interactive (ANNEX 8).

Class 2:

In this class, feedback from the previous class is provided, to later introduce the warm up of the new class, which was based on the use of demonstrative pronouns (this, that, these and those), to make the class more dynamic the researchers place the students in groups of 4 and then give them some worksheets of exercises of the previously explained topic (ANNEX 9). Researchers worked using non-verbal language, such as gestures, eye contact and different postures, completely changing the aptitude of the students and making the class more interactive (ANNEX 10).

Class 3:

In the final class applied on August 26, it began with the respective warm up of the topic, in this case the verb to be, what is the verb to be? How works the verb to be? And then making the students perform some exercises on the board (ANNEX 11). Researchers formed working couples in order to make them work on the board and make the class more participatory (ANNEX 12).

CHAPTER IV: DISCUSSION OF THE RESULTS

According to the results obtained in the present research focused on interactivity in English classes, the effectiveness obtained in the management of non-verbal language as a didactic strategy in the students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana" was analyzed.

The low level of interactivity in the classroom was notorious, which was reflected in the instruments implemented for data collection. For this reason, this research paper seeks to highlight interactivity as an essential factor in English classes. Morales (2019) considers that interactivity in the classroom enables meaningful student learning, increasing the retention of the knowledge imparted, concentration and attention.

According to Santos (2018) teachers who promote interactivity will have motivated and participatory students, with better learning outcomes, which will allow them to meet the objectives set.

By managing non-verbal language in the teaching-learning process of the English language, it was possible to increase the level of interactivity within classes, students paid enough attention and easily learned taught content, which allowed them to have greater confidence in themselves when participating in the activities that were worked on in class. Thus, Toledo (2017) agrees that properly managing non-verbal communication in the classroom creates a favorable educational environment, developing trust and mutual respect between teacher and student, facilitating the assimilation of content by students.

With the management of non-verbal language, it was possible to appreciate that the students felt more attracted to the class, there was enough participation of them in the realization of the activities. However, it is necessary to take into account that the inadequate handling of non-

verbal language in classes can affect the performance of the same, because students can have a bad impression of the teacher, so they could feel intimidated and insecure to interact.

With the results obtained from the implementation of the didactic strategy proposed in the research to the students of 7th year, it can be noted that an increase in the interaction in the classroom with the activities carried out was achieved during classes 1, 2 and 3; therefore, the teacher's handling of nonverbal language generates a positive change in classroom interaction.

CONCLUSIONS

The management of non-verbal language in English language classes as a didactic strategy to improve interactivity in the classroom was based on bibliographic research, which showed the importance of it and the positive changes it entails for the teacher when putting it into practice.

With the implementation of the instruments, the low level of interactivity in the teaching-learning process of the English language was identified in the students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana."

Based on the theoretical foundation and the data obtained with the instruments implemented, a didactic strategy focused on the management of non-verbal language was carried out to improve the level of interactivity in the students of 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana" in the 2022-2023 school period.

A great change in the level of interactivity in the classroom could be noticed, denoting the efficiency of the management of non-verbal language as an active method for the improvement of interactivity during the English classes of the students of the 7th year of Basic General Education parallel "A" of the School of Basic Education "Dra. Amada Segarra Orellana" in the 2022-2023 school period.

RECOMMENDATIONS

To maintain an adequate handling of non-verbal language during English classes, so that students are attracted to the teachings of the teacher and in turn facilitate their learning.

The imposition of voice is a paralinguistic characteristic that must be considered to maintain the attention of the students.

The facial gestures that accompany the explanations strengthen the didactic process, for this reason, every teacher must be aware of the messages transmitted through their expressions.

To promote participation in class with autonomous, in pairs or group activities.

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ANNEXES**ANNEX 1**

Observation guide

Table of values:

Levels	Values
Good	Always
Regular	Sometimes
Insufficient	Almost never

Unit of analysis: Interactivity in the classroom	
Category 1: Interaction between students	
Students interact a lot with each other in the classroom.	
Students interact very little with each other in the classroom.	
Students do not interact with each other in the classroom.	
Category 2: Teacher-student interaction	
There is good interaction between students and the teacher in the classroom.	
There is little interaction between students and teacher in the classroom.	
There is no interaction between students and teachers in the classroom.	

ANNEX 2

Interview addressed to the teacher

Objective: To know the level of interactivity in the teaching-learning process of the English language in the classroom.

Unit of analysis 1: Interaction between students

1. Do students usually work as a team properly?
2. Do students usually show solidarity with each other when they need help?
3. Is there an atmosphere of fellowship in the classroom?

Unit of analysis 2: Teacher-student interaction

1. Do students constantly participate in classes?
2. Do students feel confident when performing in classes?
3. Do you consider students to be attracted by the class?
4. What strategies do you think might catch students' attention?
5. Do you think that proper handling of nonverbal language could improve interactivity in the classroom?

ANNEX 3

Technical University of Machala

Survey addressed to students of 7th year parallel "A" from the Basic Education School "Dra. Amada Segarra Orellana".



eecheverr2@utmachala.edu.ec (no compartidos)



[Cambiar de cuenta](#)

*Obligatorio

Do you find English classes interesting? *

Yes

No

Do you feel confident to participate in class? *

Yes

No

If the teacher conducts his class in a dynamic way, it would be more interesting * for you?

Yes

No

How do you like to work in class? *

Groups



Individual

Would you like your future classes to be more dynamic? *



Yes

No



ANNEX 4

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 09-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO - REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p> 					
Lesson plan N° 1					
School: Escuela de Educación Básica "Dra. Amada Segarra Orellana".		Subject: English		Grade: 7° year	Academic period: 2022-2023
Didactic Unit:		Topic: Indefinite article "a" or "an"		Time: 40 minutes.	Date: 05/08/2022
Teacher: Dalton Maza					
Class objective: At the end of the class students will be able to identify the correct use of articles "a" or "an".					
Content	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Indefinite article "a" or "an"	INTRODUCTION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up - Introduction of the topic - Students learn the correct use of the indefinite articles. - Complete the sentences on the board using "a or an". 	<ul style="list-style-type: none"> • Questions and answers • Choral Drill • Non-verbal language management 	<ul style="list-style-type: none"> • Board • Markers • Flashcards • Text book • Worksheets 	Students will participate on the board using correctly the indefinite articles "a" or "an"
	DEVELOPMENT 20 min				
	CONCLUSION 10 min.				

ANNEX 5

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 00-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p> 					
Lesson plan N° 2					
School: Escuela de Educación Básica "Dra. Amada Segarra Orellana".		Subject: English		Grade: 7° year	Academic period: 2022-2023
Didactic Unit:		Topic: Demonstrative pronouns (this, that, these and those)		Time: 40 minutes.	Date: 19/08/2022
Teacher: Eduardo Echeverria					
Class objective: At the end of the class students will be able to use demonstrative pronouns.					
Content	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Demonstrative pronouns (this, that, these and those)	INTRODUCTION 10 min. DEVELOPMENT 20 min. CONCLUSION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up - Reinforce of the previous topic. - Students learn the correct use of <i>the</i> demonstrative pronouns - Group work with worksheets. 	<ul style="list-style-type: none"> • Questions and answers • Choral Drill • Non-verbal language management 	<ul style="list-style-type: none"> • Board • Markers • Text book • Worksheets. 	Students will work in groups of 4 to do some activities about the demonstrative pronouns.

ANNEX 6

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL CRO - REPUBLICA DEL ECUADOR UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p> 					
Lesson plan N° 3					
School: Escuela de Educación Básica "Dra. Amada Segarra Orellana".		Subject: English		Grade: 7° year	Academic period: 2022-2023
Didactic Unit:		Topic: Verb to be		Time: 40 minutes.	Date: 26/08/2022
Teacher: Dalton Maza					
Class objective: At the end of the class students will be able to manage the verb to be (am-is-are).					
Content	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Verb to be	INTRODUCTION 10 min. DEVELOPMENT 20 min CONCLUSION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up - Feedback by the teacher. - Students learn the correct use of the verb to be - Pair work on the board. 	<ul style="list-style-type: none"> • Questions and answers • Choral Drill • Non-verbal language management 	<ul style="list-style-type: none"> • Board • Markers • Text book • Worksheets. 	Students will work in pairs writing the name of their classmates using the forms of the verb to be correctly on the board.

ANNEX 7



ANNEX 8



ANNEX 9



ANNEX 10



ANNEX 11



ANNEX 12

