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ORAL PRODUCTION SKILLS IN ADULTS

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A la Unidad Académica de Titulación del Centro de Posgrados

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THEME:

THE SHADOWING TECHNIQUE IN THE IMPROVEMENT OF THE ORAL PRODUCTION SKILLS IN ADULTS

MODALIDAD DE TITULACION: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo*

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FECHA: *Veinte y siete de febrero de dos mil veinte y tres*

RESUMEN EJECUTIVO

The Shadowing technique allows students to improve intonation by acquiring typical English patterns and learning to connect words. This process requires practice and is usually difficult since processing speed often becomes a problem when speaking in another language. Later, at certain levels, the speed process to understand is very low and forces people to speak more slowly. In this context, the current research aims to analyze the impact of the Shadowing technique on oral production skills in adults. The study starts with the identification of the benefits of shadowing technique application in learning English as a second language. To assess the hypothesis, quasi-experimental quantitative research with the application of tests to 58 students of the first level of English from different majors at UNIANDES University was applied. The instrument conducted to measure the level of development of oral production skills was the Cambridge Key English Test (KET), which was applied in two phases: the first evaluation (pretest) was taken before the intervention, while the second evaluation (post-test) was taken after the intervention. The results determined that the teaching methodology used by teachers is not completely accurate, since the pretest showed that the students are at a regular level of oral production; however, after the intervention, they showed the enhancement of their language skills. The findings showed that the use of the Shadowing technique generated positive effects

on the oral production of first-level English students enrolled in the CTT de los Andes Language Center English program because there were significant differences between the groups at the beginning and the end of the intervention. The outcomes of the experimental group were higher than those obtained in the control group in the post-test. These results demonstrate the effectiveness of the Shadowing technique in the oral production of students because it is a highly cognitive skill applied to improve the rhythm, intonation, and accent of speech, improving the reproduction of the language they hear even in a short period.

KEYWORDS: *INTERVENTION, ORAL, PRODUCTION, SKILLS, SHADOWING.*

CHAPTER I

THE RESEARCH PROBLEM

Introduction

In these modern days, speaking English is particularly important for human interaction, because people in different corners of the world speak this international language. The English language is spoken all over the world and it has attained the status of a global language, making it easier for people who come from different countries to share with others (Parupalli, 2019). As English serves the purpose of international communication and according to the increasing popularity of this language, most foreign language learners try to learn it (Ministry of Education, 2016).

Teaching methods are no longer appropriate for the new generation of students who have been deeply affected by the rapidly changing world. Routine or tedious textbook according to the increasing popularity of English learning and teaching, are the main sources to provide students the necessary knowledge. Even though, professors have been searching for new methods and techniques to improve the effectiveness of the teaching process. Traditional tasks are unlikely to hold students' attention for long enough, being highly recommended to incorporate technology into teaching practice to improve student motivation for learning (Sekscinska & Olszanska, 2018). In most cases, students also want their teacher to be cooperative and humorous who would teach clearly, and usually use relevant examples so that the course material being taught becomes easy to understand, which I think is increasingly being required in classrooms today (Sayed & Kalam, 2021).

Consequently, the current research project focuses on the Shadowing technique that involves the repetition of a word, phrase, or sentence immediately after hearing it from the listener. This strategy has been proven to be effective in teaching English as a foreign language, especially for the development of oral production. When the listener listens to everything twice, it is an audio stimulus to repeat, and then, during production, it can improve his language skills. The Shadowing technique was selected because, according to the theoretical-scientific evidence, it constitutes one of

the most efficient, useful, and novel resources in oral production, but it has been applied in a limited way at the local level. Additionally, this technique was taken into consideration because it can be applied in different contexts and can achieve specific learning objectives. On the other hand, it is aimed at low-level students to help them activate the perception and imitation of sounds, followed by processing and, ultimately, oral production. In contrast, advanced students, who already have satisfactory verbal material at their disposal, can hone their intonation and expressiveness during shadowing.

Speaking as an interactive process becomes an important English skill to master. It is an activity in which a speaker and a listener interact with each other and transfer information. Thus, it is necessary to improve the control of oral expression to provide their ideas, opinions, and feelings and, of course, to respond to what others say. There are students today who cannot speak well. The teaching technique used by teachers is one of the reasons why students have oral production troubles (Cahyaningsih, 2018). There are several factors that affect speech proficiency. All these factors (for example, lexical knowledge, accuracy, intonation and stress, fluency, and pronunciation, just to name a few, play an important role in the development of speaking skills (Yavari & Shafiee, 2019).

This phenomenon occurs in the studied population, where most of the students cannot speak fluently, especially when expressing themselves in daily life when pronouncing some basic vocabulary words such as dates, weather, numbers, and so on. They have little interest in speaking because the exercises are generally monotonous, although persisting, they lack speaking practice because the teacher focuses mainly on the structure of language, and there are no proper examples to speak accurately. Due to this issue, it is necessary to find an alternative technique to help students improve their speaking ability.

According to Ewa (2020), the Shadowing technique began around 1992 in Japan and over time has proven to be one of the most efficient teaching methods to develop English speaking in learners around the world. Everyone, especially Filipino, Indonesian, and South American students, see the Shadowing technique as a mechanism for immediate speech processing.

Conferring this premise, in the current investigation, the Shadowing technique is used in the Language Center at CTT de los Andes Language Center UNIANDÉS university where students develop an extra skill by learning English as a second language. There are shortcomings observed in speaking ability that must be addressed for optimal language development. For this objective, the research has been structured into several sections, the first concerns the problem, the second details the main theoretical bases of the subject, the third shows the methodological framework in detail, the fourth presents the results and discussion, and finally, the conclusions, recommendations, a proposal, as well as the bibliography and annexes, are presented.

Justification

Developing research focused on the Shadowing technique to improve oral production is **important**. First, it intends not only to reduce the deficits that students have in this area but also to enhance oral skills such as pronunciation and intonation.

The results of the study generated a positive **impact** at the educational level because they addressed a little-explored area with great challenges in most cases, students become familiar with and develop receptive skills, listening, and reading comprehension skills in the classroom, leaving skills like speaking behind.

Teachers tend to use outdated assessment methods, making learning boring and monotonous, where students are passive learners with no real opportunities to improve the four English language skills. For this reason, this research aims to highlight the **usefulness** of the Shadowing technique, which is a simple and efficient teaching practice but is rarely applied by teachers in the classroom.

Teachers and especially students will **benefit** from this research because the application of the Shadowing technique for teaching can achieve the desired learning result, improving their level of pronunciation and other oral production skills.

Objectives

General

To analyze the impact of the Shadowing technique in oral production skills in adults.

Specific

- To identify the benefits of the use of the Shadowing technique in the learning of English as a second language.
- To determine the level of oral production skills of the students.
- To design and apply shadowing technique activities to enhance the oral production of students.
- To evaluate the effects of the Shadowing technique on the oral production skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

Initially, Sumarsih (2017) described the impact of the Shadowing technique on the achievement of listening skills of EFL students in the English Department of Universitas Negeri Medan (UNIMED), Indonesia. The research had a quantitative approach of an experimental type, and the data collection techniques were the administration of pre and post-tests to the experimental and control groups, which consisted of thirty university students in each group. The results were analyzed using the t-test and ANCOVA. As a result, there was a significant difference between the means of the experimental and control groups. In addition, there was a significant effect of applying the Shadowing technique on students' listening skill achievements, and the experimental group grammatically outperformed the control group. In conclusion, the Shadowing technique is recommended as a strategy for language learning because had a positive impact on the development of listening skills because the process of acquiring and learning is systematic and contextual, being important to the students' motivation because the shadowing technique uses the cognitive process of the students. Afterwards, in the scientific article by Wang (2018), the author analyzed the influence of the shadowing exercise on the oral capacity of university students. The research had a quantitative approach of an experimental type. The study population consisted of forty university students in their second year who were divided into two groups, one experimental and one control. The data collection techniques were the survey and an oral test (fluency) that was applied before and after a 10-week intervention. The results showed that after the experiment, the average oral fluency score of the experimental group was 71,8000, which was significantly higher than the control group score with an average of 57,4000. The study concluded that the shading strategy improves oral ability in English, especially fluency, pronunciation, and intonation. Materials such as special VOA news, movie dialogues, or interviews must be used to enhance student interest. In terms of tracking speed, natural speed is ideal, however, it should be adjusted based on student levels.

In addition, Leonisa and Puspita (2021) investigated the Shadowing technique with the aim of knowing its effectiveness (as alternative pronunciation learning) in the pronunciation of students in tenth level students. This research applied a quantitative approach and a quasi-experimental study. The data was obtained through a pretest and a posttest. The pretest and posttest data of both groups were analyzed by using inferential statistics (T-test) that is calculated using SPSS. The study population consisted of fifty-one students. The research results showed that the average post-test score in the experimental class (the students learning using the Shadowing technique) is 84.64, and the average post-test score in the control class (the students not using the Shadowing technique) is seventy-five, thus, demonstrating the effectiveness of the strategy. The research concluded that the Shadowing technique is effective in tenth level students because it creates more practice opportunities, improving pronunciation.

2.2 Philosophical foundation

The development of the research is based on the constructivist learning theory that maintains that people learn when they have acquired experience of what they learn, which means, people create their meaning through experience. Constructivist thought has its roots in various foundations of Piaget and Vygotsky's cognitive theories, mentioning that learning is active and participatory (Andang, 2018). Inside this approach, the teaching and learning process is related to the practice, prioritizing real learning in the relevant context, and giving priority to the process within learning, including learning in the context of social experience. Therefore, learning builds experience (Andang, 2018).

This research presents the teaching-learning process as an active and significant method, which develops skills in the individual and the interaction with the world that surrounds the student, based on constructivist theory. Therefore, allowing more effective assimilation of information and the construction of knowledge.

2.3 Legal basis

The development of the research is based on the First Chapter of the Organic Law of Intercultural Education (2011) on the Right to Education. The Art. 4 mentions that education is a fundamental right guaranteed in the Constitution of the Republic of Ecuador, being a necessary condition for the realization of human rights.

In addition, in the Art. 5 it is established that the State has the unavoidable and inexcusable obligation to guarantee the right to education, to every inhabitant of the Ecuadorian territory and its universal access throughout life. The government must generate the necessary conditions to guarantee equal opportunities to access, stay, mobilize, and graduate from educational services.

2.5 Literature review

2.5.1 Independent variable

Pedagogy

Pedagogy refers to teaching methods that allow instructional objectives to be achieved, is related to educational Psychology, encompasses scientific theories of learning, and to a certain extent with the philosophy of education (Peel, 2020). Similarly, O'Connor (2018) wrote that Pedagogy refers to teaching methods and practices, encompassing teaching styles, teaching theory, and finally evaluation and feedback. Hence, when speaking of teaching Pedagogy, it refers to the way in which teachers transmit the contents to a class based on experience and context. Likewise, Dumont and Law (2018), said that Pedagogy refers to the set of teaching methods and learning practices that give form and utility to the interaction between teachers and students to achieve specific objectives.

The process of acquiring knowledge is conducted through a particular method that theorists call learning (Khalaf & Zin, 2018). First, learning is built on a learner-centered pedagogy where students' needs are more authentic but less predictable. Second, the teacher must be tolerant and flexible regarding the dynamics of the classroom. Third, the classes are based on content or topics that may not be familiar to the area of knowledge or experience of the teachers (Vaca & Gómez, 2017). For pedagogy, it is important to achieve individuality and maximum efficiency of

education based on the optimal application of computerized and traditional approaches to the dynamic and changing fluctuations in tomorrow's society, as well as the approach of the pedagogical system (Jumanovich & Eshboevna, 2019).

In short, pedagogy refers to the choice of practices that fit the needs of certain groups of people at specific times. Therefore, pedagogical practices must support the learning and well-being of students and consider the strengths, needs, and interests of each one of them (Finnish National Agency for Education, 2018). The teacher is responsible for guiding these practices to make the objectives and goals of the national curriculum a reality. However, several teachers find it difficult to explain pedagogy in their daily work and to adapt theoretical knowledge to daily practices (Peltoperä et al., 2020). Accordingly, it is very important to consider that pedagogy should support the creation of knowledge by fostering conceptual manipulation skills, providing relevant emotional experiences, and promoting the exchange of knowledge.

Teaching strategies

Consistent with Anilkumar (2022), teaching strategies are methods and techniques that a teacher uses to support their students in learning, therefore it is necessary to consider student experiences and educational stage. Likewise, Wegner et al., (2018), indicate that learning strategies are complex and gradual procedures that are applied consciously and intentionally to achieve learning objectives and meet learning needs. Finally, Landoy et al., (2019) mentioned that the didactic or educational Strategies are those that designate the teacher's mode of action. For this purpose, there are two general types of strategies: On the one hand, direct strategies deal with language itself by requiring mental processes. On the other hand, indirect strategies support the cognitive process of learning a language without using the target language directly (Peltoperä et al., 2020). Memory strategies are connected to the vocabulary and expressions to store in mind (Pérez & Alvira, 2017). Social strategies focus on interaction, the essential feature of speaking skills (Henríquez et al., 2017).

Memory strategies are techniques that help students store data effectively. These strategies invite learners to take advantage of their own skills and improve them by

practicing. For example, ordering things, making associations, and reviewing, are useful tools for remembering what has been learned before and then recalling the information in the present, when necessary (Henríquez et al., 2017). To store large amounts of vocabulary and patterns, rehearsal, and awareness of using these strategies can bring the student to an automatic skill level (Abbassi et al., 2018)

The social strategies are indirect language learning strategies that help students improve their English proficiency levels by providing support and facilitating the cognitive process of learning another language. Social strategies help students learn through interaction with others, therefore they function as useful tools to assist them when facing speaking activities. In addition, social strategies create a comfortable atmosphere within the classroom and improve mutual support of students (Henríquez et al., 2017). Peer interaction is an effective learning method, as all students retain prior knowledge and multidisciplinary concepts ready to be distributed. Teachers should encourage participation and interaction with their peers and with them as well. Thus, students can have the opportunity to build experiences that can transcend into significant learning by giving the respective orientation (Flores, 2021).

Shadowing technique

In the opinion of Santosh (2017), shadowing is defined as “an auditory tracking task at the rhythm of a parrot, performed with headphones as clearly as possible, while listening simultaneously” (p. 3). On the report of Fouladi and Rahimy (2018), technically speaking, the Shadowing technique is a rhythmic auditory tracking task that involves the immediate vocalization of an audio, that is, word-by-word repetition, where the listener echoes the words spoken at the same time as the speaker. Mora (2022) indicates that shadowing is like a listening and repeating practice, except instead of having students listening to a sample speaker and then repeat what they have learned, students are encouraged to replicate the speaker as accurately as possible in a short period of time. When applying this technique, the teacher must use audio-lingual media such as video, CD or MP3; this is useful to help the teacher provide examples of correct pronunciation to students from native speakers. Consequently, by using tracking techniques, students not only improve

their pronunciation skills but also practice their listening skills (Leonisa & Puspita, 2021).

While shadowing, learners attend exclusively to the phonological aspects of what they hear, making it possible to continue practicing, improving their perception of what they hear (i.e., bottom-up listening skills). Most importantly, learners must simultaneously replicate what they hear without written scripts (Hamada, 2019). Shadowing is a motivational technique for students with low self-esteem because it is useful for quiet or unenthusiastic ones, as they are not required to raise their voices in the classroom (Berhaili & Djaafri, 2019).

Berhaili and Djaafri (2019) mention that the students will use their mouth muscles when shadowing silently. As a result, students gain trust and get involved in classroom activities. Even more, tracking is applicable for all levels, i.e., beginner, intermediate and even advanced students can use shadowing technique as an exercise to improve certain skills. Similarly, Saja (2021) adds that, in shadowing practices, students use both their ears and their mouths to listen and speak at the same time. On the other hand, Lewis (2020) adds that shadowing is excellent to help students practice developing muscle memory for the mouth, therefore, they can better pronounce English words since they adapt their own mouth movements to the phonemes they listen from English native speakers in the applied material.

Advantages and disadvantages of the shadowing technique

Shadowing helps to track fast speech, which is one of the problems to face by non-native listeners. Native speakers tend to speak quickly and use linking verbs to connect speech, making it difficult for non-native listeners to follow. Students test, follow, and chase with rapid speeches (Ekayati, 2020). Thus, accustoming the students to listen to fast speech to improve their listening skill (Jingga, 2019). In addition, Sumarsih (2017) mentioned that the benefit of using the Shadowing technique is that it covers the activation of bottom-up and top-down processes, and the auditory memory is operated to maintain the incoming sound information with greater precision, considering that attention is one of the necessary factors to successfully listen to a wide variety of acoustic characteristics beyond the linguistic aspect. Fajriani (2019) adds that the shadowing technique improves not only the

ability to recognize words in English, but also pronunciation, vocabulary, and listening skills of top-down processing.

When listening, students must pay attention to the speaker to understand what he or she says. Tracking tasks challenge the listener by echoing every word of spoken statements and preventing them from "hearing" by not paying attention to incoming information (Sumarsih, 2017). When students simply listen to recorded texts for no particular purpose, they easily lose track of what they are listening to and sometimes even fall asleep in the middle of the task. On the other hand, tracking tasks force students to pay attention to each word of spoken expressions and prevent them from listening inattentively to incoming information (Hisaoka, 2015). This technique is more than a passive activity. It is an active activity in which students track the speech heard and vocalize it as clearly as possible while simultaneously listening (Dwi Lestari, 2021).

The disadvantages have a relationship between the technique complexity and the lack of research. Due to the immediacy of shadowing (as soon as the verbal sequence is heard, it must be articulated), the technique is challenging (Kirkwood, 2019). In addition, there has been limited studies about the English language learning, which is another drawback, therefore it is necessary to investigate more to clearly define what activities are shadow and their effectiveness. Because there is little research on the effectiveness of shadowing in language learning, in addition to the uncertainty of its practice, several teachers may be reluctant to use the technique (Arthurson, 2019).

Types of shadowing technique

The Shadowing technique has the advantage of being flexible. Therefore, several types or variations of this strategy have emerged according to the needs of the classroom, among these are:

Full shadowing: In the complete form, students repeat all the sentences pronounced by their teacher or by the audio from the material they are applying such as movies, news, songs, etc. (Nguyen et al., 2020). It refers to the process in which the listener replicates as exactly and as soon as possible, without time gaps, what the speaker has said. Of course, in this variation the input is complex, which means no single

words allowed but only complete sentences. This type of shadowing is for competent or high-level students, as it requires complex mental processes, which means the students are already familiar with advanced grammatical structures and vocabulary, so they do not stop when listening something which can be considered difficult for other low-level students such as perfect tenses or phrasal verbs (Muy, 2020).

Selective shadowing: In selective shadowing, the student only chooses to repeat important and message-carrying parts (Nguyen et al., 2020). In selective shading, paraphrasing ideas in a different way receives top priority over mere repetition of selected words. In classroom practice, the listener can repeat what the speaker says in three successive ways: first aloud, then in a lower pitch, and finally silently (in mind) (Commander & Guerrero, 2016). This technique can help students to be aware of their own learning process, since they can control the grammatical structures, they prefer to focus on. Moreover, they learn how to think in English and have the correct pronunciation and intonation into their minds, not only when producing the sounds through their mouths.

Interactive shadowing: Students add comments or other words while repeating some parts of the messages (Nguyen et al., 2020). In addition, Nguyen, and Minh (2019) mentions that it is a more advanced type, where students demonstrate two simultaneous actions, a specific part of the input exactly before adding their own questions and comments or personal reflection to make it more natural. With this technique, students are not just passive participants who repeat every single word, but become own thinkers who are able to provide their own ideas and critical thinking based on the audio they listen to, questioning certain information and giving their own opinions as well.

Recommendations for using shadowing in the classroom:

According to Hamada (2019), the important rules for using shadowing for speaking are:

- Because shadowing is demanding, both the teacher and students need to understand the mechanism and purpose of shadowing to keep students focused and motivated. In cultures that are not used to repetitive practice in

classrooms, this can be a potentially severe problem. Students need to know exactly what they are shadowing for. Normally when students are asked to repeat some words or phrases, some of them tend to be quiet because they are shy about their pronunciation, so shadowing technique develops students' confidence, so at the end all the participants can feel free to make the repetition no matter the mistakes.

- Students should find a model to copy and then practice shadowing to simulate the model as best as they can. Feedback from classmates and teachers will be of great help. In low-level classes, teachers can adapt some exercises based on the class book, focusing on the grammar and vocabulary provided there. But, also as guiders, teachers can suggest students find their own material, looking for movies or news they are interested in.
- Students must have achieved a high level of proficiency in English, especially in listening comprehension. Since they need to copy the model stimulus exactly, checking and monitoring whether they are really copying it correctly by comparing the target voice (input) and their voice (output), they need to have "good hearing" (phonemic perception skills). It does not mean they need to have an English advanced level, but to have developed their listening skill. It can be improved through several exercises, giving students the chance to be involved in an English environment during classes and also outside there, through digital platforms, or even suggesting them to change the language in their digital devices.

Didactic resources on shadowing

Didactic resources can generate trust and credibility in the teaching-learning process of a language, this allows the student to be motivated and significantly improve the oral production of said language. To learn a language there is a variety of teaching resources characterized by being easily accessible to both teachers and students. Sometimes, people get disappointed because they cannot find useful material to practice a second language, but nowadays thanks to technology, everybody has access to several platforms that can provide the necessary input to improve language learning. There are academic webpages where students and teachers can find tools to

enhance grammar and vocabulary, including audios to develop listening and speaking skills.

Audiobooks

Audiobooks, also called talking books, talk books, or narrated books, are recordings, either on a CD or in a digital file, of a book that is read aloud. In other words, audiobooks are the recorded audio readings of a printed book (Atba & Bouhlassi, 2019). At the same time, Tattersall (2020) highlights that the incorporation of sound and the change from written to spoken words add new potentials for the creation of meaning. The choices the narrator makes, related to things like intonation, can allow for different meanings of the text and experiences for the reader (Lundh & Smith, 2015). In Ecuador, students do not really like reading, it is not part of the culture, but as listening is easier for them and less time consuming, teachers can find audiobooks in platforms such as YouTube or Spotify. Giving students the opportunity to keep listening to something they are interested in while they are driving or doing another activity.

They are available in countless formats, including digital files and stand-alone devices, as well as simple MP3 players. Therefore, audiobooks contain narrative versions of books read aloud, these materials can be used for pedagogical purposes in EFL classes and are important to enhance students' language acquisition (Atba & Bouhlassi, 2019). Audiobooks eliminate the student's decoding difficulty, helping them remember details, understand the sequence, make predictions, draw a conclusion, make inferences, and retell the information in the book, and then results in the increased interest and enjoyment of students for reading (Muhammad & Ashadi, 2019).

The benefits that audiobooks present in young people are model reading, developing critical listening, improving vocabulary, developing prior knowledge, and increasing comprehension. Other advantages of audiobooks include exposure to proper pitch and inflection and model fluency, in addition, to removing the burden of decoding words, remembering them, and reading them aloud. Additionally, the use of professional speakers in audiobooks gives students a model of reading that they may

not have experienced before. Besides, Audiobooks present students with the opportunity to access and understand books above their reading level, opening a world of more complex literature (Maher, 2019).

TED talk videos

TED (Technology, Entertainment, and Designs) is a downloadable app that helps students learn to communicate from the hundreds of talking apps available on the app store. These apps are intended to improve students' pronunciation, intonation, accents, phrases in relevant contexts, and vocabulary. One of the features of the TED Talks app is the ability to interact with people from all over the world who are learning English using the method of public speaking and practicing English together (Hadi et al., 2021). One of its objectives is the dissemination of "ideas worth spreading" in audiovisual format (Martínez, 2016), with the conviction that ideas can change attitudes, lives, or the world (Mas & Aguillo, 2017).

TED is one of the digital platforms and ICT tools with videos that provide teachers with reliable teaching materials that allow students to communicate broadly using English, which is why TED talks are very effective as a means of teaching and learning (Nur T., 2022), being able to spread knowledge to millions of people wherever they are (García, 2019). They usually apply rhetorical strategies to involve the audience (Xia & Hafner, 2021).

In recent years, with the greater popularity of this type of phenomenon thanks to the Internet, TED talks have been incorporated as teaching material, being applied in different areas of education (Gómez, 2018). Students should choose a short video such as a TED talk as a model, practice it, and use it in the classroom; acting in pairs or groups to receive feedback from their peers. Any TV show will work if the student is motivated to "talk" like the characters on the TV shows. To use shadowing to improve students' pronunciation at segmental levels and fluency, there are two rules. First, students must find a model to copy, then, they must practice shadowing to simulate the model as best as they can. Feedback from classmates and teachers is grateful. Second, as repeatedly mentioned, students must achieve a high level of proficiency in English, especially in listening comprehension (Hamada, 2018). One extra benefit of TED talks, is that there are million topics, that in an academic level

can be focused on the majors students are interested in, so they can adapt that knowledge to their own contexts, making language learning real and not just technical.

2.5.2 Dependent variable

Language skills

Linguistic skills are communication abilities that help to transmit ideas with clarity, and precision and are basic in mastering a language because they allow capturing and expressing specific information through listening, speaking, reading, and writing (Husain, 2015). It is the general term to describe the communicative capacity of a person, encompassing both the knowledge of the language and the ability to use it (Gaviola, 2017). Therefore, the development of linguistic-communicative skills involves efficient performance in various areas of personal training (Benoit, 2021). To perform communicative tasks, users must take part in communicative linguistic activities and practice communication strategies (Acosta, 2020). Linguistic skills communicate with people effectively because their essence lies not only in the way things are said but also in the way they are understood. Hence, linguistic skills are the basis of communication and interrelation with the world (Schnorr, 2018).

In accordance with Carrera & Villafuerte (2015), linguistic skills refer to the forms of language use; and didactics has classified them according to their mode of transmission in oral production, written production, listening comprehension, and reading comprehension. According to Chamorro et al., (2020), depending on the context, some skills can be developed more depending on the material, others less, however, to have a good learning, the four linguistic skills must be mastered. In this sense, to learn the English language it is necessary to develop four linguistic skills: listening, reading, speaking, and writing, which are classified as receptive (listening and reading) and productive (speaking and writing) by virtue of the student's attitude (Soldevilla, 2017). Communication in any language involves the use of all the skills to show comprehension and ability to share ideas too, that is why one skill is not going to be developed individually but, in a group, for example when students read or listen to an article they can combine this strategy with written or oral production to show what they understood.

Productive skills

Within the learning of the English language, there are receptive and productive skills. In the first group are reading and listening, considered receptive because the student has a passive role in front of them while in the second group, the students are not only active but aware of their learning to be able to produce sounds when speaking and symbols when writing (Husain, 2015). From another point of view, productive skills constitute the ability of the student to produce ideas and express them both in writing and orally, either in their mother tongue or in a foreign language (Velázquez, 2015).

Productive skills enable language to be produced in written or spoken form. They are important because of their observable evidence of language acquisition; the more the speaker or writer produces appropriate and coherent language, the more evidence there is of progress in the student language system (Rhalmi, 2020). It is more difficult because it requires extra learning of the new spoken or written production patterns (Sanhueza et al., 2018). Communication skills in English are defined as receptive and productive: receptive skills are Listening and Reading, and productive skills are Writing and Speaking (Andrade et al., 2022). Productive skills are developed from receptive skills and allow us to transmit information and to communicate with the world in spoken or written form (Golkova & Hubackova, 2015).

Oral production

Oral production is operationally defined as the ability to express orally in an adequate, fluent, and contextualized approach, including pronunciation, grammar, vocabulary, and communication skills (Fattah, 2016). Speaking is an interactive process of meaning construction that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes of the discourse. It is usually spontaneous, open, finished, and evolving (Fouladi & Rahimy, 2018). From another perspective, oral production is the ability of human beings to communicate, through the fusion of ideas and sentences in context, as well as the negotiation of meanings that constitute an interactive process to produce, receive, and process information through situations of

daily events. Including pronunciation, grammar, vocabulary, fluency, and comprehension (Martínez, Barriga et al., 2020).

One of the aspects of language in oral production is pronunciation (Nanik, 2021), it is an essential aspect to learn and teach a language from the perspective of oral production (Keshavarz & Abubakar, 2017). Oral production is one of the most important skills in a language for four main reasons. First, speaking is the best introduction to other language learning skills because learning by speaking is a natural way to learn a foreign language. Second, speaking is important because it provides an opportunity for the practical use of a foreign language. Third, speaking allows the development of fluency, correctness, and precision. Finally, it allows class time to be used efficiently (Shafaat, 2017). On the other hand, to examine students' oral production, researchers pay attention to pronunciation, intonation, grammar, fluency, cohesion, and coherence (Benalcazar & Ortega, 2019).

Importance of oral production

Speaking is one of the most important skills within the domain of a language, since productive ability is essential for communication and social interaction, therefore the pedagogical work in this field is based on three points. The first is that this ability allows to practice the language in real life, the second is that it lets to practice all the knowledge acquired, and third, because practicing the language continuously allows you to achieve automatic oral production processes, in addition to gaining confidence and security (Ramadhan et al., 2018). Indeed, to at least try to balance the role of oral production in language classes with the rest of the skills, it is necessary to be able to quantify or measure the different practices or activities dedicated to it (Tomé, 2015).

Among the four language skills, speaking intuitively seems to be the most important and is a crucial part of teaching and learning a foreign language or a second language because speaking is not merely verbally expressing ideas or thoughts but rather a process of constructing and share meaning through the use of verbal and nonverbal symbols in a variety of contexts (Parupalli, 2019). It is necessary for the teacher to have a variety of activities, tools and/or strategies and to know their appropriate uses to facilitate the development of oral production in the classroom. Therefore, optimizing the teaching and learning processes of the foreign language in the

classroom (Murcia & Gómez, 2016), promoting oral interaction to expose ideas, solve problems, and reach agreements (Vergara & Perdomo, 2017).

In line with Shafaat (2017), the ability to speak is important for the following main reasons; speaking is essential when developing language learning skills because it involves a natural process which even occurs when learning the mother tongue. Second, speaking is important because it provides the opportunity for the practical use of a foreign language. Third, because it provides fluency, correctness, and then accuracy among students of English as a foreign language, and fourth, because it allows to use class time economically and efficiently. Furthermore, according to Cuitiño et al., (2019), to encourage participation in communicative situations, it is necessary to provide practice options in the classroom. Therefore, Tipula and Tapia (2019), highlight the dynamic interaction between one or more interlocutors to communicate their ideas-emotions.

Characteristics of oral production

According to Leong and Ahmadi (2017), oral production highlights two main elements such as fluency and accuracy. The first characteristic of oral performance is fluency, which refers to the ability of students to speak in an understandable way to avoid breaking communication because listeners may lose interest. In addition, fluency is the ability to respond coherently by connecting words and sentences, pronouncing sounds clearly and using stress and intonation. The second characteristic of oral ability is the accuracy, emphasized in the teaching process for an exact, complete, and understandable language focused on aspects such as grammatical structure, vocabulary, and pronunciation, therefore, students must be able to use words and expressions correctly.

Speaking skills

Speaking is one of the skills necessary for effective communication, immersing the following sub-skills:

Pronunciation: is the way students produce clear language when they speak. English pronunciation is not the same as mastering a list of isolated sounds or words, but

rather learning and practicing how to make a speaker's thoughts easy to understand and follow (Fattah, 2016). According to the above, understandable pronunciation should be the main objective of language teaching because, being a necessary component of communicative competence, it must develop functional intelligibility, functional communicability, greater self-confidence, speech monitoring skills, and speech modification strategies (Zulqarnain & Muhammad, 2015). For this reason, pronunciation should always exercise to adapt to speaker's own pronunciation, seeking improvement and a sense of security while talking in the English language, in real contexts (Figuroa & Intriago, 2022).

The basic elements of pronunciation, according to Guisarre (2017), are accentuation, intonation, and rhythm. Stress refers to the emphasis given to a certain syllable within a word or a specific word within a phrase. Intonation is defined as the way things are said (attitude or emotion given to words), there are two basic patterns: low and high intonation. Finally, rhythm is the sense of movement in speech that is specifically marked by stress, time, and number of syllables.

Consistent with Kissova (2019), pronunciation refers to the production of sounds used to generate meaning; therefore, it should not focus on sounding like a native speaker or preferred pronunciation model, but on an intelligible pronunciation for which three levels are recognized: subsegmental (characteristics, properties, voicing), segmental (phonemes), and suprasegmental (the level of prosody that includes rhythm and intonation). In this way, pronunciation includes attention to the particular sounds of a language (segments), aspects of speech beyond the individual sound level, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures, expressions, and body language.

From the above, pronunciation is a basic aspect of communication because without an adequate or intelligible pronunciation students would not be able to transmit their messages when interacting with others. Therefore, having good pronunciation is vital in oral production (Tlazalo & Basurto, 2014). Mispronouncing a word sometimes may change the whole context of a sentence, and it is something generally happen to Spanish speaker students because there are some English phonemes that are not part

of the Spanish alphabet. That is why when learning ESL, students must be aware that they can make mistakes, but they do not have to fossilize them, and to correct each of them to achieve a good communication model.

Grammar: It is necessary to correctly organize a conversation to understand through a set of rules or principles used to generate all grammatical or well-formed expressions in the language (Fattah, 2016). Grammar is the ability of students to manipulate the structure and to distinguish the appropriate grammatical form to use at the right time, additionally to learn the correct way to use a language in oral and written form (Kurniati & Novitri, 2018). It is necessary to consider that the use of grammatical rules is different and particular in oral and written production (Arcila et al., 2022). Students need to be exposed to formal and informal contexts, because the communication they have in an academic situation is different from being exposed to communication in a party or a fast-food restaurant.

Grammar is important because is the central component when learning a foreign language. Grammar allows speakers to connect coherent words, ideas, and phrases; and when speaking, it engages students in using language appropriately. In other words, grammar is important because it allows to use grammatical patterns correctly, which is crucial in any language since if a speaker communicates a message correctly, everything will make sense (Lara et al., 2022).

The nature of grammar is better understood when discriminating between the two planes of language: the plane of content and the plane of expression. The two planes are connected. The grammatical elements of language present a unity of content and expression, or a unity of form and meaning (Zarina, 2021).

Grammar rules are important because they help students develop the habit of thinking logically and clearly, which gives greater precision when using a language. Without good grammar, clear communication is impossible. Grammar is the backbone of language and without it, the text produced, whether spoken or written, will be classified with many labels broken, uneducated, incomprehensible, or simply not belonging to the English language (Zarina, 2021).

Vocabulary: It is essential for the successful use of the second language because without an extensive vocabulary, is not possible an effective communication. Having a wide vocabulary will allow the expression of ideas, feelings, and thoughts both orally and in written. However, in spoken language, vocabulary tends to be familiar and daily (Fattah, 2016). Vocabulary learning must be developed autonomously to obtain and establish bases that show individuals the ability to generate ideas faster and communicate with others (Figuerola & Intriago, 2022).

When someone wants to express something, it is necessary to have at least a basic knowledge of words. A successful language student will have an important level of vocabulary knowledge, otherwise it will be difficult to be understood in a foreign language context. Lexical knowledge is an essential element when it comes to developing linguistic competence. In addition, vocabulary mastery contributes to the development of language skills. Vocabulary has been recognized as one of the sub-skills of speech since it allows learners to express opinions, feelings, and thoughts (Lara et al., 2022).

Consistent with Villamar et al., (2020), when talking about vocabulary, it is important to consider what it means to know and learn a word. A complete knowledge of a word implies knowing and learning it from the point of view of receptive and productive language, that is, learning: form (spoken and written form, parts of words), meaning (form and meaning, concepts and referents, associations), and usage (grammatical functions, collocations, and usage restrictions).

The vocabulary characteristics are form, meaning, and use. The form includes pronunciation, spelling, and any part of the word that may influence its meaning such as prefixes, suffixes, and roots. Meaning: refers to the concept and association of a word in different contexts. Use: implies the functional language, taxonomy, and limitations (Villamar et al., 2020).

Fluency: It is the ability to speak fluently and accurately. Signs of fluency include a reasonably fast rate of speech and only a few pauses (Kurniati & Novitri, 2018). In addition, Cuitiño et al., (2019) mention that the rapid and uncomplicated production of utterances, without excessive hesitation or pauses, resulting from constant use and repetitive practice. In short, fluency is the ability to use sentences with a correct

grammatical construction, that are meaningful and that manage to occupy the established time (Arcila et al., 2022).

The characteristics of fluency according to Hariyanto (2016) are the following:

Speech rate: In terms of speaking fluency, speed is a factor, but it is not the most important. A speaker is classified as a fluent speaker if he moves at an appropriate speech speed considering speech intonation and stress intention. As mentioned, it is not the most important, but students must be aware that intonation can influence in the understanding of the person they are talking to, for example if they are apologizing, telling a negative situation, it would not be accurate to use a happy intonation because the message can be misunderstood.

Pauses: All speakers must pause to take a breath or recover their pronunciation. Within this category should be analyzed:

The use of pause fillers (the most common pause fillers are uh, um, and er.)

- **Pause placement:** Natural pauses occur at the intersection of clauses, after groups of words that form a meaningful unit, or between two sentences. Another type of pause placement indicates unnatural speech.
- **Frequency of pauses:** In normal speakers, if the speaker pauses too often, listeners will not understand the meaning.
- **Length of pauses:** pauses can be deliberately made to check the listener's attention or to take a breath, but when repeated, it indicates a lack of fluency.
- **Length of runs:** it is related to the number of syllables between pauses, the longer the runs, the more fluid the speaker sounds.

Based on these elements, fluency can be analyzed contemplating: 1) voice speed; 2) articulation rate; 3) phonation-time relationship; 4) total number of silent pauses per minute; 5) average duration of the silent pause; 6) total number of pause fill per minute; 7) total number of disfluencies per minute (Iswara & Rochsantiningih, 2016).

Interactive communication: It refers to the ability to interact with the interlocutor and others, starting and responding appropriately and with the speed and regularity required according to the context (Fattah, 2016). Interactive communication constitutes the ability to maintain and develop interactions and respond appropriately during conversation (Newson & Rutter, 2016). In other words, it frames the interaction where the speech occurs, at this point, the spontaneous response, the initiative, persuading the other person to give their response, suggesting, or agreeing and mutual support are indispensable pieces in the same (Rondal & Jínez, 2017).

The basic elements or characteristics of interactive communication according to the criteria of Wangare et al., (2012) are the following:

Clarity: The speaker must use simple language, use concrete expressions, avoid excessive use of infinitives, avoid jargon, avoid ambiguity, and use short and precise sentences for better understanding.

Completeness: The message should be meticulously organized and should include all the important details. The content of the message should be reviewed to verify that there is no omission of relevant details. An incomplete message can do little to convey the information and to persuade the recipient.

Conciseness: To include only relevant facts and to avoid repetition and trite expressions when speaking. To show brevity in expression catches the reader's attention but should not come at the cost of adequacy, clarity, correctness, integrity, or courtesy.

Consideration: it is necessary to consider the receiver: consideration means preparing each message with the recipient in mind for contextualized and pleasant communication.

Accuracy: communication must be correct in tone and style of expression. To achieve accuracy, language rules must be used.

Courtesy: for interactive communication it is important to avoid irritating or discriminatory expressions and instead use a courteous tone, be sincere, reflective, grateful, use expressions of respect because they will allow better communication.

Types of oral production

There are five basic types of speech: imitative, intensive, receptive, interactive, and extensive. All basic types have the following descriptions (Nur & Nurdiawati, 2017):

- a) **Imitative:** is the ability to simply repeat or imitate a word or phrase or possibly a sentence, this type of oral production is purely phonetic and involves a series of simple prosodic, lexicon, and grammatical structures (Nur & Nurdiawati, 2017). The new vocabulary is introduced word by word, since one of them is repeated by the student, and of course, the errors must be corrected immediately (Villarreal, 2015).
- b) **Intensive:** Frequently used in evaluation contexts, it is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships structures (Nur & Nurdiawati, 2017). This type of oral production goes beyond imitative and includes several aspects designed to practice phonetics and grammar at a faster pace (Silva & Panqueva, 2018).
- c) **Receptive:** Includes interaction and understanding but on a somewhat limited level, it involves very short conversations, standard greetings and small talk, simple requests, and comments. This is a kind of short oral production because it includes short answers, questions, or simple comments, establishing communication because they are efficient and meaningful.
- d) **Interactive:** The interaction can take the two forms of transactional language to exchange specific information, or interpersonal exchanges to maintain a social relationship. The interactivity of some tools supposes undoubted advantages (Zenotz, 2019).
- e) **Extensive:** The language style is usually more deliberative and formal for long tasks, but there are certain informal monologues, such as informal speech (Nur & Nurdiawati, 2017). It occurs in people with an advanced level in learning the foreign language, since it manages oral resources such as speeches, reports, summaries, and monologues (Silva & Panqueva, 2018).

Strategies for the development of oral production

Communicative activities are an essential component in the English as a Foreign Language classroom that engages students in comprehension, manipulating, producing, or interacting in the target language. These activities should take place in a friendly and supportive classroom environment to keep students motivated (Ochoa et al., 2016). Therefore, teachers use strategies, which are flexible guides to achieve educational objectives (Figueroa & Intriago, 2022). Strategies to develop speaking skills are proposed by the instructor who promotes the virtues of students, preparing them for effective academic development (Telcán, 2018).

Among the main strategies are the following:

Role play

Role play is one of the classroom teaching techniques that encourage students to actively participate in the English learning process. Therefore, foreign language learners practice the target language in a context like real-life situations eliminating stress and shyness. Role play is an effective strategy to enliven the English teaching and learning environment in the classroom, influencing the speaking ability of English students (Arpentii, 2022). It consists of playing a role (Martínez et al., 2012). The standard technique for role-playing is for the group to introduce, develop, and discuss it (Reg, 2018).

It is an effective technique for developing students' speaking skills, as it provides a wide range of opportunities for students to take on roles of different people, thereby achieving fluency in a language, oral interaction skills, as well as the use of language. Body language during face-to-face communication (Binod, 2018) is developed as well, because when students role-play a situation, they use mimics and facial expressions to show different feelings according to the contexts. It is worth mentioning that role play is characterized by learning from experience (Peña, 2017), they are of fundamental importance in interactionism (Brigido, 2019).

Role-playing is a socialization and interaction strategy conducted under the following modalities according to the criteria of Grande and Abella (2010):

Among the types of role-plays that are used in the classroom, there are the following:

Live role play allows the participation of an entire group and requires several monitors or assistants to complete the activity. Interactivity is developed among a greater number of participants.

Role-playing game "table" version: it is directed in small groups of students. Options might be to run a game with a group of four or five players (perhaps keeping characters and changing players from session to session) while others watch (perhaps tasking them with observing a particular character or aspect of the game). It may be appropriate in a group of not too many students. Another option is to play simultaneous games (either the same or different games), therefore, it is necessary to have space to divide the class group into four or five subgroups.

Educational games

Educational games are useful strategies to encourage the learning of foreign languages because they give students the opportunity to acquire the language and communicate well, in addition to providing the opportunity to use the language instead of simply practicing it, therefore expressing ideas, feelings, and oral thoughts in a more natural and spontaneous way, thus achieving greater fluency and self-confidence. Hence, games have great educational value for students to practice the language because their dynamic encourages students to interact, cooperate, be creative, and spontaneous when using the language in a meaningful way (Nguyen & Pham, 2018). The use of games that review the ability to recognize words, reading, spelling, and other knowledge is an important activity in the teaching process (Pixa Éducation, 2020). In addition, educational games are an excellent method to reinforce the vocabulary of young English learners (Amelia, 2020).

The educational game is an activity with rules, specific objectives, and important elements of fun. The emphasis in educational games lies on the success of communication, and not on the correctness of the language. In this sense, Rubio and García (2013) distinguish two types of games:

- 1) Competitive games: are those in which players or teams compete to be the first to reach the goal.
- 2) Cooperative games: are those in which players or teams work together towards a common goal.

Another possible classification suggested by the exposed authors consider the fundamental features of the game's operation:

1. Information gap games: these games can be univocal (a student has the information that his partner must acquire) or reciprocal (student A has the information that B needs and vice versa).
2. Inquiry games: they use the same principle as the previous ones but distinguish between guessing games in which only one member of the group has information that they must choose deliberately; and search and inquiry games in which everyone has an active role, knowing a part of the information.
3. Puzzle games: to achieve the task, it is necessary for the cooperation of the whole group. The objective is the correct union of all the pieces.
4. Ranking games: students make a list of items on a specific focus of interest and must organize it in order of importance. Communication is based on the transfer of ideas, feelings, tastes, and opinions of each student.
5. Matching games: identical pairs of photos, illustrations, or cards are distributed to the whole class. Players must find their match by describing the given information.
6. Selection games: each player has a list of different possibilities and only one of them is common to the whole group. They must decide through dialogue and discussion what that common denominator is.
7. Games of exchanges: they are based on the principle of barter. Players have certain items that they do not need and must trade them for items that they really need to develop a task.
8. Association games: the game is based on discovering which members of the class belong to the same group.
9. Role play: each student has the identity of a fictitious character and a series of indications about the individual task that they must develop according to their identity.
10. Simulations: attempts are made to reproduce small samples of human interactions by emulating a real situation that should involve the entire class.

Image description

Recent advances in image description have been demonstrated on English datasets almost exclusively (Desmond, 2016). In addition, humans are easily able to produce a description of an image that correctly identifies the objects and actions depicted (Keller & Elliott, 2013). Describing an image is a communicative activity that consists of producing language to describe visual material. The image description is one of the most valuable techniques to improve the ability to speak English as a foreign language in the classroom and increase the participation of students in the language learning process. In addition, this technique helps students memorize and use new vocabulary or grammatical structures. Due to the need to use language for real situations, the description of images is an essential technique that gives students the opportunity to practice the knowledge they learn in the EFL classroom (Lavalle & Briesmaster, 2017).

Debates

Discussions are a valuable communicative activity because they promote interaction in the classroom. Debates promote a pleasant learning environment among students because they keep them active and involved in the activity while providing their opinions on the topic under discussion (Firmansyah & Valatansa, 2019). In addition, the discussions not only encourage the development of the use of language but also critical thinking skills. Students must know how to use the language properly and the content to discuss as well. In this sense, debates involve reasoning as students attempt to present their arguments. Therefore, it becomes challenging and beneficial for students' oral production (Syamdianita & Maharia, 2022), since it allows debate about a current controversial topic (Martínez et al., 2012).

According to Syamdianita and Maharia (2022), debates allow to defend opposing positions or opinions but based on the scenario where they take place, two types can be distinguished:

Informal debates: they do not follow pre-established rules and are based on the improvised presentation of arguments. Nor do they have a well-defined structure, but rather they are built according to the nature of the holdings. In general, in this type of debate, there is no person in charge of moderating.

Formal debates: they are based on precise rules and informed in advance to the debaters. It is advisable to include a figure who acts as moderator and who will oversee respecting the rules and the established structure of the exercise, observing that it is developed fairly and that all people are heard.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The research took place at the CTT de los Andes Language Center, which provides the English Language Teaching Program for all students from the Autonomous University of the Andes UNIANDES, both in the headquarters of the English Language Center located in Ambato as well as in the extensions in Puyo, Riobamba, Quevedo, Babahoyo, Santo Domingo, Ibarra, and Tulcán. The research was developed on the Ambato campus.

3.2 Equipment and materials

For the development of the research, several materials were necessary, among them are the following: desktop (sheets of bond paper, pencils, and pen), technological (computer, internet, printer, USB, Zoom, videos, and voice recorder), bibliographic (books, magazines, reports, articles, and publications), and institutional (UNIANDES), all of them allowed to fulfill the research objectives in each of its phases.

3.3. Research focus

The study is framed within the quantitative approach that, according to Hernández et al (2017), is sequential and probative, and is part of a delimited idea that develops the objectives and research questions. After, the literature is reviewed to build the theoretical framework; starting from the questions, the hypotheses and variables are established to be tested according to a plan. To continue, the variables are measured in a certain context, and the measurements obtained are analyzed using statistical methods to finally draw conclusions. Based on this approach, it was possible to analyze the impact of the Shadowing Technique on oral production skills in adults.

In this particular case, the research was quantitative since the data from the study were analyzed through descriptive statistics, being possible to obtain the results and verify the impact of the Shadowing Technique on oral production skills in adults.

3.4 Type of research desing

The research was quasi-experimental which, according to the words of Bono (2017), has the same purpose as experimental studies: to prove the existence of a causal relationship between two or more variables. It is applicable when random assignment is impossible and allows estimating the impacts of the treatment or program depending on whether it manages to establish a base of comparison.

On the other hand, Hernandez (2017) mentions that are those in which: at least one independent variable is deliberately manipulated to observe its effect on one or more dependent variables, only they differ from "pure" experiments in the degree of security that can be had about the initial equivalence of the groups. In quasi-experimental designs, subjects are not randomly assigned to groups or paired, but groups are already formed before the experiment. (p. 151)

The study followed the quasi-experimental design because the main objective was to statistically evaluate the impact of the independent variable (Shadowing technique) on the dependent variable (oral production skills). For this purpose, the researcher used the convenience sampling method to obtain access to two groups of third-level English from careers such as Medicine, Dentistry, and Law at the Autonomous University of the Andes UNIANDES. These groups were selected due to their similarity of characteristics regarding the number of students, oral production skills development level, and openness for experimentation.

Each group received a specific treatment. Those in the experimental group (n=28) received Shadowing Technique and those in the control group (n=31) continued with the traditional English teaching methodology.

3.5 Context and participants

The research was conducted in a group of students belonging to the CTT program from the Andes Language Center whose purpose is to potentiate the learning of foreign languages regardless of the student's career.

The CTT from the Andes Language Center is aimed at all UNIANDES students as a complement to the careers they are studying to guarantee a comprehensive education

because learning English will not only allow them to interact correctly with the world but also generate research and knowledge.

Within this program, the approval of six levels of English is contemplated with 8 hours per week (6 virtual and 2 face-to-face) and at the end of it, students must demonstrate mastery of oral and written expression as an undergraduate requirement.

The participants in the study were 59 students in the first level of English from various careers at UNIANDES whose ages fluctuate between 18 and 20 years old and who corresponded to two different schedules. The groups were formed as follows:

Table 1

Population

Population	Number	Men	Women
Control group	31	16	15
Experimental group	28	16	12
TOTAL	59	32	27

Note. Student registration

The selection of the sample was non-probabilistic of the intentional type in which, according to Arias (2006), the sample is selected based on criteria proposed by the researcher. In the particular case, the selection criterion was the accessibility to apply the data collection instruments and to apply the shading strategy.

The group of students who participated in this study had a basic English level (A2) according to the test taken upon admission to the CTT program from the Andes Language Center.

According to the Common European Framework of Reference for Languages, A1 students are able to understand frequently used phrases and expressions related to areas of expertise that are particularly relevant to them (basic information about

themselves and their family, shopping, places of interests, occupations, etc.), they know how to communicate when conducting simple and daily tasks that do not require more than simple and direct exchanges of information on issues that are familiar or habitual to them, and they know how to describe aspects of their past in simple terms and their environment as well as issues related to their immediate needs (British Council, 2022).

The basic level of the students participating in this study is due to the fact that they normally use L2 exclusively during the English course since the rest of the professional modules do in L1, therefore, they do not have an advanced level of development in the oral production skills.

This is the main reason why the current research intervened to improve the level of students in terms of oral production skills, which is a competence in which they must show mastery to continue with the language program and approve it.

3.6 Data collection information

3.6.1 Data collection technique

The information collection technique was a test that, according to Villarruel and Villarruel (2017), is administered with a specific objective, generally to make decisions that, to a lesser or greater extent, may influence the concrete intervention of a reality, once this it is described, characterized, and even, understood.

The instrument used to measure the level of development of oral production skills was the Cambridge Key English Test (KET), which is aimed at young people and adolescents in the academic stage and serves to verify the student's ability to understand and use simple phrases and expressions, to present and answer basic questions about personal details and generally be able to communicate with others in a basic way.

In the current research, the KEY about eating (Annex 1) was used as a pretest, which consists of two sections: the first with a duration of 3-4 minutes where basic questions such as name, place of residence, home, and friends must be answered; and

the second section that lasts 5-6 minutes and is done in pairs, for which they must ask and answer questions regarding places to eat.

For the posttest, another KEY format was used that addresses the topic of vacations (Annex 2). The first part of the test is similar to the previous one since it involves answering questions about personal data, tastes, etc., for 3-4 minutes. The second section is also done in pairs to raise conversations about different holidays.

The pretest and posttest were evaluated through a rubric for oral production skills obtained from Cambridge (Annex 3). The rubric was focused on evaluating: grammar and vocabulary, pronunciation, and interactive communication on a scale of 0 to 5 points.

In terms of grammar and vocabulary, a score of 5 translated into good control of simple grammatical forms and adequate use of vocabulary when talking about everyday situations, 3 into sufficient control of simple grammatical forms and adequate use of vocabulary for everyday situations, while 1 in limited control of a few grammatical forms and vocabulary usage of single words and phrases.

Regarding pronunciation, a score of 5 implied an intelligible speech with phonological control, 3 a mostly intelligible oral production despite phonological limitations, and 1 a very limited control of phonological and unintelligible characteristics.

Finally, in terms of interactive communication, 5 were indicative of simple exchanges and low prompting and support requirements, 3 were simple exchanges despite some difficulties and support requirements, and 1 had considerable difficulty in maintaining simple exchanges with additional prompting and support requirements.

The Cambridge evaluation scale was considered for the pretest and posttest to facilitate the comparative analysis of the initial and final data in the study groups.

3.6.2 Information collection process

The data collection process was conducted in phases:

First: an authorization letter was sent to the CTT of the Andes for the research approval. This process was supported by a dialogue with the coordinator of the Language Center on the subject, objectives, and implications of the research to select the groups under study, schedules, and types of activities.

Second: the evaluation instrument (KEY) was selected and applied to the students of both the control and experimental groups, following the Cambridge parameters in terms of indications, times, and evaluation criteria.

Third: In this phase, the pedagogical intervention was conducted in the experimental group in which 12 shadowing activities were applied using the themes of the guidebook of the CTT program from the Andes Language Center. The activities were virtual (via Zoom) and also within the classroom in accordance with the curricular planning. The methodology as well as the resources were varied to work on oral production skills and achieve good results with the use of shadowing. The planning of the applied activities is shown in Annex 4.

The control group did not participate in the shadowing activities and continued with the regular curricular contents.

Fourth: once the shadowing technique activities were completed, the participants in both groups (control and experimental) underwent a final evaluation (KEY), graded using the same parameters as the initial test.

3.7 Processing and analysis

The results from the initial and final evaluation were processed through the SPSS Statistical Program where a database was created with the results of the initial and final evaluation of each student. The data were statistically compared through the Student's T-test to determine the difference between the measurements of the participating groups. Thus, establishing the effect of the shadowing technique on the students' oral production skills.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

The results shown below are the product of applying a pretest and a posttest to two groups of students (experimental and control group). The experimental group included twenty-eight students since two of them quit the English program during the execution of the intervention. The control group, on the other hand, included 31 students from the beginning until the end of the application.

The results of both the pretest and posttest are shown under a score of 10 points (5 in each section) and those achieved by the experimental group are exhibited first followed by the control group. Next, the results of the grammar and vocabulary, pronunciation, and interactive communication subskills achieved by the students are presented on a scale of 0 to 5 points before and after the intervention. In addition, the grades obtained by the students in the 12 shadowing technique activities are presented in this document.

Data management was conducted using descriptive statistics since the data is presented in frequency and percentage tables as well as bar graphs with their respective analysis and interpretation.

4.1.1 Experimental group pretest-posttest comparison

Table 2

Pretest and posttest scores (Experimental)

Assessment	N	Mean	Std. Deviation	Min	Max
Pretest	28	6,7	1,71	0,00	9,67
Posttest	28	7,7	1,34	5,00	10,00

Note. Data taken from students after taking the pre and posttest.

The students from first level of English enrolled in the CTT program of the Andes Language Center of UNIANDÉS that are in the experimental group, obtained

average scores of 6.7 in the pretest. The maximum value reported in the pretest was 9.67 and the minimum was 0.00.

On the other hand, in the posttest, the average obtained was 7.7, the maximum value was 10.00 and the minimum was 5.

The results based on the average scores obtained from 6.7 in pretest and 7.7 in posttest with respect to oral production make clear the progress achieved by the students after the application of the Shadowing technique.

In addition, Table 2 shows that the standard deviation was much higher in the pretest (1.71) and lower in the posttest (1.34), which translates into the existence of greater variability in the scores obtained before the intervention than after it.

4.1.2 Control group pretest-posttest comparison

Table 3

Pretest and posttest scores (Control)

Assessment	N	Mean	Std. Deviation	Min	Max
Pretest	31	7,07	2,17	0,00	10,00
Posttest	31	7,19	2,26	0,00	10,00

Note. Data taken from students after taking the pre and posttest.

In the control group, the average obtained in the pretest was 7.07, the maximum value was 10.00 and the minimum was 0.00. On the other hand, in the application of the posttest the average reached was 7.19, the maximum value was 10.00 and the minimum was 0.00.

When comparing the initial (7.07) and final (7.19) measurements, no significant differences were observed in this group of students. The variation was also evident when observing the standard deviation where initially it was 2.17 and at the end of 2, 26, therefore, there were no variations.

4.1.3 Experimental group subskills

Table 4

Experimental group pretest and posttest scores in subskills

Pretest	N	Min	Max	Mean	Std. Deviation
Grammar and vocabulary	28	1	3	2,00	,471
Pronunciation	28	1	2	1,50	,509
Interactive comunicación	28	1	2	1,86	,356

Posttest	N	Min	Max	Mean	Std. Deviation
Grammar and vocabulary	28	1	3	2,00	,471
Pronunciation	28	2	3	2,25	,441
Interactive comunicación	28	1	3	1,93	,466

Note. Data taken from students after taking the pre and posttest.

In the pretest, the highest mean obtained by the experimental group in the oral production subskills was grammar and vocabulary with 2.00, followed by interactive communication with a mean of 1.86, while pronunciation was the lowest with a mean of 1.50.

In the posttest, there is evident progress when comparing the initial results, especially in the pronunciation subskill with 2.25, followed by grammar and vocabulary with 2.00 and in interactive communication with 1.93.

The standard deviation shows that there was no variability in the grammar and vocabulary subskill (0.471) when comparing pretest and posttest. Regarding interactive communication, the initial standard deviation was lower (0.356) than the final one (0.466). In the pronunciation subskill, the standard deviation was higher in pretest (0.509) and lower in posttest (0.466).

The results are encouraging because positive changes are observed, especially in the pronunciation subskill where the final mean was higher than the initial one, in addition to observing less variation in the performance obtained by this group of students.

4.1.3 Control group subskills

Table 5

Control group pretest and posttest scores in subskills

	N	Min	Max	Mean	Desv. Deviation
Pretest					
Grammar and vocabulary	31	1	4	2,19	,703
Pronunciation	31	1	3	1,58	,620
Interactive comunicación	31	1	4	1,97	,657
Posttest					
Grammar and vocabulary	31	1	4	2,26	,631
Pronunciation	31	1	3	1,58	,620
Interactive comunicación	31	1	4	1,97	,657

Note. Data taken from students after taking the pre and posttest.

In the posttest, the highest mean obtained by the control group was grammar and vocabulary with 2.19, followed by interactive communication with a mean of 1.97 and pronunciation with 1.58.

In the posttest, the means did not show significant differences. The averages in pronunciation and interactive communication remained at 1.58 and 1.97 respectively, and only in grammar and vocabulary did the average vary, although not significantly, from 2.19 to 2.26.

When reviewing the standard deviation, no changes are observed in pronunciation and interactive communication. However, there are changes in grammar and vocabulary, where it was 0.703 in the pretest and 0.631 at the end.

4.1.4 Evaluation of activities

Table 6

Evaluation of activities

Activities	N	Min	Max	Mean
Act. 1	28	3,00	7,00	4,7607
Act.2	28	2,50	8,00	5,0929
Act. 3	28	3,00	9,00	5,4321
Act. 4	28	2,50	9,00	5,7214
Act. 5	28	3,10	9,50	5,9393
Act. 6	28	4,00	8,00	6,6111
Act. 7	28	4,00	10,00	6,9393
Act. 8	28	3,50	9,50	6,9500
Act. 9	28	4,00	10,00	7,2464
Act. 10	28	4,00	9,50	7,3607
Act. 11	28	4,20	9,50	7,4714
Act. 12	28	5,00	10,00	7,9500

Note. Data taken from students after taking the pre and posttest.

The results in the evaluation of the 12 activities with the Shadowing technique were positive because as the technique was consolidated, the results were encouraging.

The mean obtained in activity one was 4.76, in the second activity 5.09, in the third 5.43, in the fourth 5.72, in the fifth 5.93, in the sixth 6.61, in the seventh of 6.93, in the eighth of 6.95, in the ninth of 7.24, in the tenth of 7.36, in the eleventh of 7.47 and in the twelfth of 7, 95.

When comparing the maximum and minimum values obtained at the beginning of the application of the Shadowing technique with those obtained at the end, the differences are significant.

4.2 Hypothesis verification

To verify the research hypothesis, the statistical T-student test was used. Which allows to compare whether there is a significant difference between the means of the study groups.

Table 7*T-student*

	Test Value = 0					
	t	gl	Sig. (bilateral)	Difference of means	95% confidence interval of the difference	
					Lower	Superior
PRETEST	20,712	27	,000	6,69286	6,0298	7,3559
POSTTEST	30,220	27	,000	7,70000	7,1772	8,2228

Note. Data taken from students after taking the pre and posttest.

Once the T-student has been determined in the IBM SPSS statistic, it is indicated that there is a significant difference between the pretest and the posttest applied to the students, because the bilateral significance value 0.000 is less than $\alpha=0.05$, which is the significance level.

4.3 Discussion of results

When conducting the approach of the Shadowing technique in the oral production of the students, it was possible to know that this technique is effective in this area. However, this finding was evident only in investigations developed in the global context because at the local level, no investigations were reported. It was the reason for developing the current research.

According to the findings of this research, the use of the Shadowing technique generated positive effects on the oral production of first-level English students enrolled in the CTT program of the Andes Language Center of UNIANDDES because there were significant differences between groups when baseline and after the intervention. The means of the experimental group were higher than those obtained in the control group in the posttest. These results demonstrate the effectiveness of the Shadowing technique in the students' oral production, results that are discussed and compared below.

The reason behind the effectiveness of the Shadowing technique in oral production and especially in pronunciation subskill could be related to the characteristics of the technique that has repetition as its central axis, leading to the improvement of skills.

Yavari and Shafice (2019) affirm that Shadowing is a technique that helps improve speaking properly by respecting a basic human learning principle "imitate and repeat" (p. 879), which appears as a natural mechanism of learning, communication, and even cultural transmission (Bordoni, 2018).

In addition, repetition facilitates lasting memorization, activates prior knowledge, and allows linking it with new knowledge (Araya & Espinoza, 2020). Hence, Sumarsih (2017) states that the shadowing technique is effective because "the process of repetition of incoming speech and control of shadowed material occupies many areas of the learners' brain, particularly the language center" (p. 185), which improves the rhythm, intonation, and accent of speech, enabling the student to reproduce the speech heard even in a short period of time.

In a recent study, Shadowing was implemented to teach speaking to a group of English students and the effects were positive, ensuring that shading is a highly cognitive technique as it allows students to vocalize as clearly as possible because it reinforces encoding, phonological, and speech perception (Pwint, 2020). This technique allows: concentrating on what is heard, interpreting what is heard and reproducing the text heard even imitating gestures (tone, accent, expression) (Jumipisa & Aristana, 2021).

Additionally, Wang (2018) stated that the shading exercise can substantially improve oral production by working on improving oral skills. Leonisa and Puspita (2021), add that using the Shadowing technique in students, not only improves pronunciation skills, but also listening skills are practiced, thus obtaining better results in learning English. This is because Shadowing allows increased competition in immediate processing mechanisms, which leads to the internalization of the second language (L2) (Zajdler, 2020).

Furthermore, it is suggested that beginner level students pay more attention to speech perception when Shadowing and, as their listening skills improve, they may also pay attention to semantic and syntactic processing, which facilitates an adequate oral production (Me, 2019).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The Shadowing technique allows the development of the effective oral production of the English language through audiovisual activities. This type of practice provides several benefits in terms of the articulation of different sounds that may not be very natural in the native language but are in the second language. In addition, Fajriani (2019) states that the shadowing technique improves not only the ability to recognize words in English, but also pronunciation, vocabulary, and listening skills. Likewise, the Shadowing technique allows people to improve intonation by acquiring typical English patterns and learning to connect words, something that requires practice but is usually difficult, since commonly when speaking in another language, speed processing becomes a problem, which at certain levels is very low and forces people to speak more slowly.
- According to the study applied to the first-level English students enrolled in the CTT Language Center English program of UNIANDES university, it determined that the students are at a regular level of oral production because in the applied pretest they obtained average scores of 6.7, the maximum value being reported of 9.67 points and the minimum of 0.00, which makes it evident that the teaching methodology used by teachers is not completely accurate and can be improved. Furthermore, the differences found were significant in most of the sections of the test, as well as in the overall assessment, since the p-value of the t-test for related samples was less than 0.05.
- The shadowing technique to improve oral production in the first-semester students of the CTT de los Andes Language Center English program was applied through the design of several activities that included using physical and virtual resources. It also involved the human learning principle of "imitate and repeat". As a result, the students' pronunciation including

intonation, accent, and rhythm of speech as well, was enhanced by reinforcing the processing mechanisms that led to the internalization of learning.

- According to the research findings, it is established that the use of the Shadowing technique gives positive results on the oral production of first-level English students enrolled in the CTT Language Center English program of UNIANDDES university, where significant differences between the groups at the beginning and the end of the intervention were determined. The outcomes of the experimental group were higher than those obtained in the control group in the post-test. These results demonstrate the effectiveness of the Shadowing technique in the oral production of students.

5.2. Recommendations

- It is necessary that teachers take into consideration the sub-skills of oral production of the English language when teaching it so that they can work with students until they master them, and thus manage to communicate smoothly using the English language. Language skills are generally acquired hand-in-hand, so when students have the chance to listen to several audios in English and they are exposed constantly to a variety of audiovisual resources, they are able to imitate the facial expressions, articulation, intonation and pronunciation of phrases said by native speaker characters and they can use that language in their daily life. So, it is recommended to provide students the necessary material based on their personal interests to give them the opportunity to develop all the necessary skills for communication.
- To evaluate the impact of the application of didactic strategies based on the shadowing technique and the consequent strengthening of oral production and the proficiency in English language skills. In that way, teachers can be familiar with the technique and check if it works with their students in order to give them the opportunity to improve their language skills through

activities that are normal for them such as listening and repeating, taking into consideration that the results can be more successful when the technique is applied correctly and controlled by the teacher to test the progress constantly.

- The theoretical-scientific evidence analyzed in the present investigation allows us to affirm that the shadowing technique is effective for improving oral production, giving emphasis to pronunciation, which is generally one of the most complex sub-skills to achieve when a foreign language is taught and learned in a country like Ecuador where the mother tongue is mainly Spanish. For this reason, it is necessary that the pedagogical proposal provided in this study be broadcasted to the language teaching professionals, so that they can make use of this technique in favor of improving the communication skills of students from basic levels, in such a manner that in the future, new generations have developed oral skills in English in a better way.
- For the application of the shadowing technique, it is essential that teachers provide students with the necessary information to get familiar with the process and the required technological resources for the application to avoid confusion while working with them. In addition, teachers must analyze the needs of students to adjust shadowing to their preferences and level. It is not the same to work with A1 level students as with B1 level students, since at an advanced level, their knowledge and development of the second language allows them to perform the shadowing exercises more fluently and repeat directly with the audio. While on level one, students tend to repeat a few seconds after each phrase is mentioned in the original audio, but as mentioned, the technique can be adapted according to the necessities of the class.

CHAPTER VI

THE PROPOSAL

6.1. Informative data

Name of the institution: CTT de los Andes Language Center UNIANDES

Location: Ambato

Beneficiaries: Students from the first level of the English program

Estimated time for the execution: 4 weeks.

Beginning: January 16th, 2023

Ending: February 09th, 2023

Person in charge: Lcda. María Augusta Rodríguez

Cost: \$20 (Elaboration of the guide and didactic material)

6.2. Background of the proposal

The current proposal is focused on the improvement of oral production skills in the English language through the application of strategies based on the Shadowing technique. These strategies allow the teacher to help students to enhance English pronunciation in a practical, effective, and innovative way so that they can speak like a native speaker. Furthermore, this technique is expected to be put into practice in educational institutions, so that students have more interest in learning the language.

6.3. Justification

This manual provides useful information about activities based on the Shadowing technique that can be used in English classes to develop one of the most important skills in English, which is oral production. Students can improve their oral production and communicate in a foreign community; teachers can develop their language teaching process and obtain positive results with students; and the educational center can improve academic performance. So, this plays an important role not only for the institution but also for teachers and students.

The impact of this proposal is to increase English oral production, through activities that allow students to be active participants in their learning, through the expression of ideas, and opinions and the participation and interaction of each strategy. In like manner, this proposal is of interest because it has innovative and dynamic activities that motivate students to use the English language and learn new vocabulary through activities that are not generally used by teachers, like vocaroo voice notes and flip videos.

6.4. Objectives

6.4.1. General

To create a manual based on the Shadowing technique to enhance students' oral production of the English language.

6.4.2. Specific

- To propose the activities that will be part of the strategy guide based on the Shadowing technique.
- To explain how each activity will be used to improve students' oral production.
- To provide CTT de los Andes Language Center English teacher the proposal to apply during classes based on the syllabi needs.

6.5. Feasibility analysis

Organizational

The proposal was organizationally viable because both the teachers and the students of the English program at CTT of the Andes Language Center UNIANDES considered that applying the proposal of this research, provided a great contribution in the teaching-learning of the English language. but it helped to improve the oral production of the students.

Technical/ Technological

The proposal was also technically viable since CTT de los Andes Language Center UNIANDES has highly qualified English teachers, who transmit all the knowledge

needed by ESL students at different levels. In addition, it was technologically viable, because each of the University classrooms had an Internet connection, computer, whiteboard, speakers, and projector, which facilitated the application of the proposal.

Economic/Financial

Finally, the proposal was economically and financially feasible because the researcher had the economic resources to cover the expenses that were required for its application, execution, and socialization. It should be clarified that the total costs were covered by the researcher of the present proposal, not by the institution nor by the students.

6.6. Theoretical foundation

Shadowing

The shadowing technique is defined as the shadowing exercise or language learning technique developed by American professor Alexander Argüelles, where students try to repeat, "shadow", what they hear quickly and accurately. Since the early 1980s, it has been applied to ESL teaching, this technique has acquired many achievements in recent years (Wang, 2018).

Shadowing is a technique that involves observing people very closely for an extended period. In this technique, the observer accompanies the research participant in the activities, figuratively following him as her "shadow". The observer continually takes field notes, which are then developed into extensive reports. In this way, the observer attempts to bring into view a particular perspective on a set of experiences (Van & Bredewold, 2021).

In other words, Shadowing is a technique that consists of the oral repetition of what is said right after the spoken language, which allows the development of listening and speaking skills in students. Shadowing also has a positive effect on the affective aspects of students in terms of self-confidence, preference, and perception in the use of English, therefore, this technique is considered an effective complementary tool to practice oral skills in English by the students (Hamada, 2019).

From another perspective, the Shadowing technique implies that students listen to a speech and simultaneously repeat and maintain the phonological information, where

their voice is recorded and the results are compared with the model several times, it also contributes to building phonological representations, articulation, improves vocabulary and content comprehension by improving self-control (Arellano, 2022)

Shadowing is a technique of great relevance since it offers some advantages in its application, it consists of training for simultaneous interpretation, and for this reason, language teachers are very interested in improving listening and speaking skills. Therefore, listening and speaking cannot be separated in this technique. Because while students listen to the audio model, they get familiar with the intonation and pronunciation. So that they can produce the same sounds when speaking. It is worth mentioning that this technique is simple but very effective, and everyone can apply it in learning English (Bali, 2020).

The application of the Shadowing technique is important, since it is a widely accepted tool as one of the means to improve the skills of second language learners during interpreter training and foreign language learning. Where, the interpreters are dedicated to observing while they receive training as interpreters, showing a greater working memory capacity. Additionally, it leads to improving listening comprehension and oral production skills (Takeuchi et al, 2021).

In the same way, the Shadowing technique is of great relevance since it is used by those who want to adopt the conversational style of a particular person. Known as reading tracking or listening track, it involves language learners "speaking" in time to an audio text, which shares some common characteristics. The "shadow" implies that one's shadow follows every move another person makes. Similarly, language learners will imitate or repeat what they hear as closely and accurately as possible (Nguyen & Nguyen, 2019).

The application of the Shadowing technique in the learning of oral expression in students is important because it includes interesting methods, motivation, student comprehension, effectiveness of time, and learning improvement through different activities, which can include the shadowing process of music or movies the participants like and are familiar with. The mentioned technique, includes listening besides speaking, and it gives students the chance to trace their own objective speech with the material they prefer and immediately repeat different phrases and

expressions as accurately as possible without looking at a text. It also helps to achieve rapid speech, which is one of the problems that some students can face during English language learning process (Rosyidi et al., 2022).

There are several types of Shadowing such as full shading, selective shading, and interactive shading. In the "complete" fone, the students repeat all the sentences pronounced by their teacher or by the audio they have. In selective shadow, they choose to repeat the important parts that get the message across. And lastly, regarding the interactive type, the student adds comments or other words while still repeating some parts of what is said, this can also be called conversational (Zakeri, 2014).

The Shadowing technique has many benefits for students since it is a method that allows them to enhance a second language pronunciation through a practice they can do since they are babies. For this reason, it is required to keep listening to the necessary audio as much as possible without pausing to follow each sound like a shadow, and then try to repeat each word. It is something participants can work in with no economical or time-consuming issues. Consequently, it is widely used by teachers to educate students, even though, it is taken for granted (Bali, 2020).

Using the Shadowing technique to improve the oral ability in English of university students who do not speak the second language fluently can have positive results because the follow-up helps to enhance their oral ability, for example fluency improves a lot, it also enhances their pronunciation and intonation while increasing students' interest in oral English, which may be getting stronger (Wang, 2018). Therefore, university English teaching requires teachers to consciously take advantage of this technique to strengthen the ability of students to produce oral English and for this, they can use the following materials::

- News.
- Movies.
- Dialogues
- Interviews

In terms of shading speed, natural speed is ideal but could be adjusted based on student levels. The shading content can go from easy to difficult, and the shading time is extended gradually. At the same time, when students cannot understand certain words, the teacher should remind them to keep up with the audio. Teachers should play the leading role in the follow-up exercise, fully arouse students' enthusiasm in oral English, to finally improve students' speaking ability through repeating practice (Wang, 2018).

6.7. Operation model

Table 8.

Operation model

Stage	Objectives	Activities	Resources	People in charge	Time
Identification	<ul style="list-style-type: none"> To propose the activities that will be part of the strategy guide based on Shadowing. 	<ul style="list-style-type: none"> To review the learning objectives provided in the curriculum. 	<ul style="list-style-type: none"> National Geographic digital book for level 1 	Researcher	1 week
Design	<ul style="list-style-type: none"> To explain how each activity is used to improve students' oral product 	<ul style="list-style-type: none"> To analyze the activities based on Shadowing that can be used according to the level of the 	<ul style="list-style-type: none"> Computer Games Vocaroo.com Liveworksheets Videos 	Researcher	1 week

	ion	students.			
		<ul style="list-style-type: none"> • To design a set of strategies to apply during class. • To plan the lessons selecting the appropriate resources such as videos, audios and texts. 			
Promoting	<ul style="list-style-type: none"> • To apply the proposal to the English program students of the CTT de los Andes Language Center UNIANDES. 	<ul style="list-style-type: none"> • To work with the students during the intervention. 	<ul style="list-style-type: none"> • Computer • Games • Vocaroo.com • Liveworksheets • Videos 	Researcher	4 weeks

GUIDE TO USE THE SHADOWING TECHNIQUE



INTRODUCTION



Being able to communicate orally in a new language can be considered difficult for some people. In order to reduce this issue, a technique called "Shadowing" has recently been explored in academic contexts where interaction with English is limited. Since this strategy involves the use of listening and speaking, it has been considered potentially advantageous for the improvement and acquisition of such skills.

Therefore, this guide proposes activities using the Shadowing technique that can be used in English classes to develop one of the most important skills in English, which is oral production. With this, students can have fun, feel comfortable speaking in front of their peers, and improve interaction because they are fun, dynamic, interesting, and relaxing.

Activity 1

Educative games: “24 hours Clock” (30’)



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Educational games
Resources	Audio books
	Exercises on agendaweb.org
	Vocaroo.com
Procedure	-Listen and match. “Clock 24 hours ” (30’) <ul style="list-style-type: none">• After finishing, repeat the hours, and compare with the recording. <p>https://agendaweb.org/exercises/vocabulary/time/clock-24-hours-audio</p>



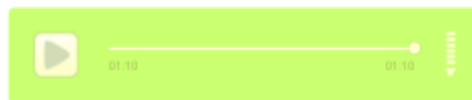
-Let's practice: "at, in, on" (30')

- Students must complete the chart and then listen, repeat, and compare the answers.

-Hold on the students the worksheet, ask them to complete the tasks.

-Listen every sentences and repeat them.

<https://voca.ro/12aOWKTezeoq>



Time

4 hours

Activity 2

Topic: “What’s the matter”



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Describing pictures
Resources	Book
Resources	Ngllife Communicative Worksheets Unit 7
Procedure	<p>Ask students to look at the picture story and check they understand ‘a walk in the country’.</p> <ul style="list-style-type: none"> -Where are Peter and Pamela? -How does Peter feel? -What does Pamela say? -Why are Peter and Pamela in that place? <p>Divide the class into pairs, and hold on the students card.</p> <ul style="list-style-type: none"> -Students must work together and write questions to possible solutions to the problems:

Time	<p>-Why don't you put on/take off your coat?</p> <p>-Why don't you eat a sandwich?</p> <p>-Why don't you have a cup of tea?</p> <ul style="list-style-type: none">• Students must prepare a conversation based on the picture story. <p>https://www.ngllife.com/content/communicative-activities)</p> <p>Download beginner Communicative Worksheets) (art work AW and students cards SC U7).</p> <p>4 hours</p>
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Activity 3

Game: “The weather game”



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Educational games
Resources	<p>Book</p> <p>Ngllife Extra Practice Activities Unit 7</p> <p>Games tolearn English.com</p>
Procedure	<p>- Complete the exercises in page 2 from the Extra Practice (30')</p> <p>https://www.ngllife.com/teacher-resources/extra-practice-activities: Page 2, Extra Practice Activities Unit7).</p> <ul style="list-style-type: none"> • Students must complete the activities. • Teacher will read the correct answers. • Divide the students in pairs: 1s will read the questions and 2s will read the answers. (Practice

Time	<p>pronunciation)</p> <ul style="list-style-type: none">• Every couple has to record the conversations using vocaroo.com• After all couples finish, the records will be listening in the classroom to find errors and correct mistakes.
	<p>-Game: “The weather game” (30’)</p> <p>(https://www.gamestolearnenglish.com/weather/)</p> <ul style="list-style-type: none">• Students must complete the activity about eh weather game and repeat the vocabulary.• The game has several repetitions about vocabulary and allow to memorize the words and situations.• Students must make a screen shot at the final to know the rate, time, name and location. <p>4 hours</p>

Activity 4

Role Play-Topic: “One moment please”



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Role play
Resources	Book Nglife Communicative Worksheets Unit 8
Procedure	<p>-Artwork: “One moment please” (60’)</p> <ul style="list-style-type: none"> • Divide the class into pairs, ask the students to fill the gaps on the activity worksheet. It must be an example to act. <p>-Students must work together and write situation for every picture on the artwork: (Remember: always is someone on the phone asking for the character in the picture)</p> <p>-1 Good morning. Can I help you?</p> <p>-2 Yes, can I speak to Adam Aitken?</p> <p>-3 I’m sorry. He’s out of the office at the moment.</p> <p>-4 OK. Thank you. I’ll call back later.</p> <ul style="list-style-type: none"> • Students must act in pairs in front of the class.

Time	<p>https://www.ngliffe.com/content/communicative-activities: Download beginner Communicative Worksheets (art work AW and students cards SC U8).</p> <p>4 hours</p>
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Activity 5

Games



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Educational games
Resources	Book Online activities Games tolearn English.com
Procedure	-Game: “Present simple” (30’) <ul style="list-style-type: none">• Ask the students to play the game Present simple: https://www.gamestolearnenglish.com/present-simple/• Let’s practice pronunciation.• Complete the activities. <p>Unit 8</p> <p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, and</p>

Time	<p>vocabulary in unit 8.</p> <p>-Game: “Class activity: Quiz” (30’)</p> <ul style="list-style-type: none">• Divide the class into two groups. Ask the students for a name of each group.• Teacher will ask questions about grammar charts in Unit 8.• Students from each group will answer the questions. One each turn. If it is correct, the group will win 1 point. The group with more points will be the winner. <p>4 hours</p>
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Activity 6

Find the colors and clothes.



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Educational games
Resources	Book Livework sheets Online activities Vocaroo.com

<p>Procedure</p>	<p>- Let's find the colors and clothes (30')</p> <p>Activity 1 "Vocabulary clothes" from Unit 9 Extra practice: https://www.ngllife.com/sites/default/files/Beg_Unit9_ExtraPractice.pdf</p> <ul style="list-style-type: none"> • Order the letters and guess the cloths and colors. After finishing, check the answers. • Ask the students to find a partner. Every student has to describe the clothing that the partner is wearing, including the colors. • Students have to say a piece of clothing incorrectly, and teacher will ask the classroom for it to any student. So, please, pay attention.
<p>Time</p>	<p>4 hours</p>

Activity 7

The fastest and furious



Objective	To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved.
Strategy	Educational games
Resources	Book Livework sheets Online activities
Procedure	Game: "The fastest and furious" (30') <ul style="list-style-type: none">• Students must complete the activity on liveworksheets: https://www.liveworksheets.com/pg2664371fc• Once finish, the student must read an practice pronunciation. If there are some questions, the student must ask the teacher.• Students will choose 5 sentences to read in front the class.

Time	<ul style="list-style-type: none">• The first student who finish and be sure about the correct pronunciation will say: “I am the fastest and furious”• The student will read every sentence, if there is any mistake, it is time to give the chance to another student.• Continue until there is no errors.• Students could try again just twice. 4 hours
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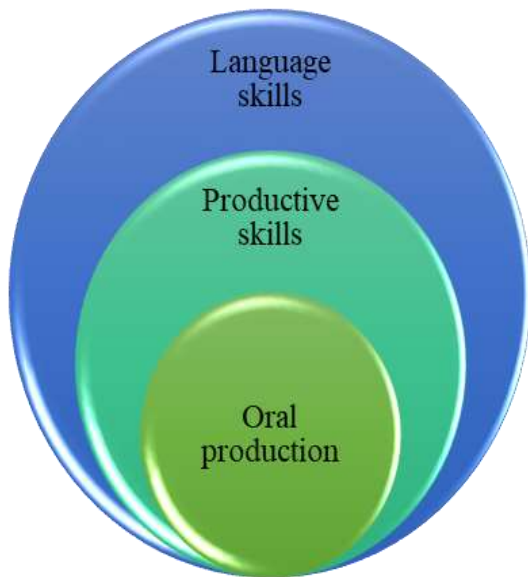
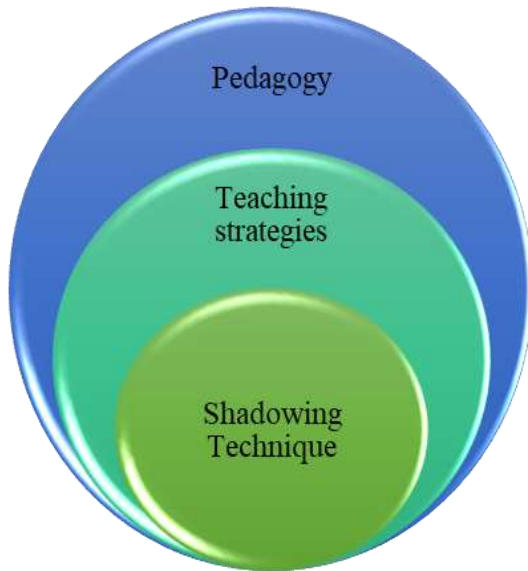
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Annexes

Annex 1. Fundamental categories



Independent variable

Dependent variable

Annex 2. PRETEST

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
 Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2

Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate.
Ask each candidate at least one question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?
What do you think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor
⌚ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Note. Cambridge Assessment English. A2 Key

Annex 3.POSTTEST

Test 2

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2

Interlocutor

Now, let's talk about **music**.

A, how often do you listen to music?

What music do you like best?

B, what is your favourite instrument?

Where do you like listening to music?

Extended Response

Now **A**, please tell me something about your favourite singer or group?

Interlocutor

Now, let's talk about **shopping**.

B, where do you like to go shopping?

What do you like to buy with your money?

A, who do you like to go shopping with?

What can you buy near your house?

Extended Response

Now, **B**, please tell me something about presents you buy for your friends.

Back-up prompts

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

Back-up questions

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

Back-up prompts

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

Back-up questions

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2b**, in front of candidates.

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

**Interlocutor /
Candidates**

Use as appropriate.
Ask each candidate
at least one
question.

Do you think....

...beach holidays are fun?

...city holidays are interesting?

...camping holidays are exciting?

...walking holidays are expensive?

...holidays in the mountain are boring?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these holidays do you like best?

And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



Note. Cambridge Assessment English. A2 Key

Annex 4. Evaluation rubric

A2	Global achievement
5	<p>Handles communication in everyday situations, despite hesitation.</p> <p>Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.</p>
4	<i>Performance shares features of Bands 3 and 5.</i>
3	<p>Conveys basic meaning in very familiar everyday situations.</p> <p>Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.</p>
2	<i>Performance shares features of Bands 1 and 3.</i>
1	<p>Has difficulty conveying basic meaning even in very familiar everyday situations.</p> <p>Responses are limited to short phrases or isolated words with frequent hesitation and pauses.</p>
0	<i>Performance below Band 1.</i>

Note. Cambridge Assessment English. A2 Key

Annex 5. Unit Lesson Plan

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 16th- 17th
Unit: Review Units 1-6		Time: 2 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using several types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
	<p style="text-align: center;">Day 1 – Zoom Class</p> <p>Review Unit 1</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Role play</p> <p>Subskills: Pronunciation, grammar, fluency, vocabulary, and interactive communication about unit 1.</p> <p>-Role Play: “International conference.”</p> <p>Students must stand up, walk round, and ask questions.</p> <ul style="list-style-type: none"> Students will have cards with information about some people. Students must function as someone on the cards and introduce themselves. Then, ask for personal information. <ul style="list-style-type: none"> -What’s your first name? -What’s your nationality? etc. <p>(https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets) (art work AW and students cards SC U1).</p> <p>Review Unit 2</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Educational game</p>	<p>Book</p> <p>Ngllife Communicative Worksheets Unit 1, Unit 2, Unit 3</p> <p>Ngllife</p>
Monday 16/01/20		

23	<p>Subskills: Pronunciation, grammar, fluency, vocabulary, and interactive communication about unit 2.</p> <p>-Guess where I am? “Here are your keys.”</p> <ul style="list-style-type: none"> • The class is divided into pairs and receives the students’ worksheet. • Ask them to think of examples for each of the items on the list. <ul style="list-style-type: none"> -What’s the phone number? -What’s the email address? -What’s the car registration number? • Students decide which picture to base their conversation on. Tell them to prepare a conversation. • Ask different pairs to act out their conversations. The rest of the class listen and say where they are. <p>https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets) (art work AW and students cards SC U2).</p> <p>Review Unit 3</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Image description</p> <p>Subskills: Pronunciation, grammar, fluency, and vocabulary about unit 3.</p> <p>-Describe the pictures: “Congratulations!”</p> <ul style="list-style-type: none"> • Divide the class into groups of four and hand out the eight cards from the resources. <ul style="list-style-type: none"> -Describe the pictures, answering the questions: <ul style="list-style-type: none"> -Where are they? -What can you see? -What is the occasion? -What are the people saying? • Then, ask groups of students to mix up the occasion cards and place them face down in a pile. <ul style="list-style-type: none"> -One student turns over the top card. The rest of the group must offer congratulations, comments, and ask questions, based on the situation 	Revision Unit 1, Unit 2, Unit 3
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	<p>presented.</p> <p>-When they have finished, ask the next student to turn over the next card. Students act out each situation on the cards.</p> <p>https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets) (art work AW and students cards SC U3).</p> <p>Homework</p> <p>-Complete Revision Unit 1: https://www.ngllife.com/sites/default/files/Beg_Unit1_Revision.pdf</p> <ul style="list-style-type: none"> -Vocabulary: Jobs, Countries, and nationalities, and Numbers 1 - 10 -Grammar: <ul style="list-style-type: none"> - “and an” - “he / she / it + is, I + am, you + are” - “my, your” <p>-Complete Revision Unit 2: https://www.ngllife.com/sites/default/files/Beg_Unit2_Revision.pdf</p> <ul style="list-style-type: none"> -Vocabulary: Numbers 11 – 100, Colors, and Car hire -Grammar: <ul style="list-style-type: none"> - “be negative form.” - “be questions and short answers.” - “plural nouns” <p>-Complete Revision Unit 3: https://www.ngllife.com/sites/default/files/Beg_Unit3_Revision.pdf</p> <ul style="list-style-type: none"> -Vocabulary: Months and Adjectives -Grammar: <ul style="list-style-type: none"> - “Possessive’s” - “his, her, our, their” - “irregular plural nouns” 	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 16th- 17th
Unit: Review Units 1-6		Time: 2 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using diverse types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Tuesday 17/01/20 23	<p style="text-align: center;">Day 2 – Zoom Class</p> <p>Review Unit 4</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Role play and Image description</p> <p>Subskills: Pronunciation, grammar, fluency, vocabulary, and interactive communication about unit 4.</p> <p>-Image description: “Can I help you?”</p> <ul style="list-style-type: none"> The teacher introduced Tony, the character in the pictures and gave some examples of vocabulary and ideas. <ul style="list-style-type: none"> -Where is he? -What can you see? -What does he say? -What do the shop assistants say? -Give examples of types of food Then, students must prepare conversations based on the pictures of Tony’s day and let’s act. <p>(https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets) (art work AW and students cards SC U4).</p> <p>Review Unit 5</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">Ngllife Communicative Worksheets Unit 4, Unit</p>

	<p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Videos</p> <p>Subskills: Pronunciation, grammar, fluency, and vocabulary about unit 5.</p> <p>-Watch the video: “Have / has basic” and repeat the sentences.</p> <ul style="list-style-type: none"> • Students must repeat the examples, to be more familiar and get accustomed with the pronunciation. <p>(https://www.youtube.com/watch?v=IQyYGXPwRBQ)</p> <p>-Watch the video: “Sports, actions, and can/can’t.”</p> <ul style="list-style-type: none"> • Students must repeat the sentences and answer the questions presented. <p>(https://www.youtube.com/watch?v=9UFo7OwbQKc)</p> <p>-Watch the video: “Adjectives.”</p> <ul style="list-style-type: none"> • Students must repeat the sentences and complete the activities during the video. <p>(https://www.youtube.com/watch?v=LiYxv0vudmc)</p> <p>Review Unit 6</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, vocabulary, and interactive communication about unit 6.</p> <p>- “Let’s play table tennis!”</p> <ul style="list-style-type: none"> • At the beginning, ask students to look at the picture stories and discuss what they are doing. <ul style="list-style-type: none"> -Where are they? -What sports/food/films can you see? -What do they say? -In the end, what do they do? • Divide the class into pairs and hand out the students’ worksheets. • Ask Student As to put their expressions in order and ask Student Bs to do the same. Students can check their answers in pairs before practicing the 	<p>6</p> <p>Ngllife Revision</p> <p>Unit 4, Unit 5, Unit 6</p> <p>YouTube</p>
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	<p>conversations.</p> <ul style="list-style-type: none"> • Ask different pairs to act out different conversations. Ask the rest of the class to listen and say where the people are. <p>(https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets) (art work AW and students cards SC U6).</p> <p>Homework</p> <p>-Complete Revision Unit 4: (https://www.ngllife.com/sites/default/files/Beg_Unit4_Revision.pdf)</p> <ul style="list-style-type: none"> -Vocabulary: Places in a town, Days of the week, The time, Snacks -Grammar: <ul style="list-style-type: none"> - “prepositions of place” - “questions words” <p>- Complete Revision Unit 5: (https://www.ngllife.com/sites/default/files/Beg_Unit4_Revision.pdf)</p> <ul style="list-style-type: none"> -Vocabulary: Money and prices -Grammar: <ul style="list-style-type: none"> - “can/can’t” - “can questions and short answers.” - “adjective + noun” - “have/has.” <p>-Complete Revision Unit 6: (https://www.ngllife.com/sites/default/files/Beg_Unit6_Revision.pdf)</p> <ul style="list-style-type: none"> -Vocabulary: Food, Interests -Grammar: <ul style="list-style-type: none"> - “like questions and short answers” - “he / she + like” - “object pronouns” -Real life suggestions and opinion adjectives 	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 23rd- 26th
Unit: 7		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using diverse types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Monday 23/01/2023	<p style="text-align: center;">Day 1 – Zoom Class</p> <p>Unit 7</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, vocabulary, and interactive communication about unit 7.</p> <p>-Listen and match. “Clock 24 hours” (30’)</p> <ul style="list-style-type: none"> After finishing, repeat the hours, and compare with the recording. <p>https://agendaweb.org/exercises/vocabulary/time/clock-24-hours-audio</p> <p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Audio books</p> <p>Subskills: Pronunciation, grammar, vocabulary, and interactive about unit 7.</p> <p>-Let’s practice: “at, in, on” (30’)</p> <ul style="list-style-type: none"> Students must complete the chart and then listen, repeat, and compare the answers. https://centrodeidiomas.cttdelosandes.net/mod/quiz/view.php?id=32806 <p>-Hold the students the worksheet, ask them to complete the tasks.</p> <p>-Listen to every sentence and repeat them. (https://vocaroo.com/13jAptLvuFx5)</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">Exercises on agendaweb.org</p> <p style="text-align: center;">Vocaroo.com</p>

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 23rd- 26th
Unit: 7		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using diverse types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Tuesday 24/01/2023	<p>Day 2 – Zoom Class</p> <p>Unit 7</p> <p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, and vocabulary, in unit 7.</p> <p>-Complete the exercises in page 1 from the Extra Practice (30')</p> <ul style="list-style-type: none"> Students must complete the activities. The teacher will read the correct answers. Students must use “vocaroo.com” to record the sentences in activity 3. https://centrodeidiomas.cttdelosandes.net/mod/quiz/view.php?id=32807 After all students finish, the records will be listened to in the classroom to find errors and correct mistakes. https://www.ngllife.com/teacher-resources/extra-practice-activities: Page 1, Extra Practice Activities Unit7). <p>Unit 7</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, interactive</p>	<p>Book</p> <p>Ngllife Communicative Worksheets Unit 7</p> <p>Ngllife Extra Practice Activities Unit 7</p> <p>Vocaroo.com</p>

	<p>communication, and vocabulary about unit 7.</p> <p>-Speaking: “My life” (30’)</p> <ul style="list-style-type: none">• Students must use the questions in Exercise 8 page 85 and write 4 more.• Students must work as a class and talk to their partners, making questions and giving answers.• Teachers must control that students pronounce and use grammar correctly.	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 23rd- 26th
Unit: 7		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using diverse types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Wednesday 25/01/2023	<p style="text-align: center;">Day 3 – Onsite class</p> <p>Unit 7</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Describe images</p> <p>Subskills: Pronunciation, grammar, and vocabulary, in unit 7.</p> <p>-Artwork: “What’s the matter” (60’)</p> <ul style="list-style-type: none"> Ask students to look at the picture story and check they understand ‘a walk in the country.’ <ul style="list-style-type: none"> -Where are Peter and Pamela? -How does Peter feel? -What does Pamela say? -Why are Peter and Pamela in that place? Divide the class into pairs and hold on to the student’s card. <ul style="list-style-type: none"> -Students must work together and write questions to practical solutions to the problems: <ul style="list-style-type: none"> -Why don’t you put on/take off your coat? -Why don’t you eat a sandwich? -Why don’t you have a cup of tea? Students must prepare a conversation based on the picture story. <p>(https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets) (art work AW and students cards SC U7).</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">NGL Communicative Worksheets Unit 7</p>

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 23rd- 26th
Unit: 7		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> • To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Thursday 26/01/2023	<p style="text-align: center;">Day 4 – Zoom Class</p> <p>Unit 7</p> <p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, and vocabulary, in unit 7.</p> <p>- Complete the exercises in page 2 from the Extra Practice (30’)</p> <ul style="list-style-type: none"> • Students must complete the activities. • The teacher will read the correct answers. • Divide the students in pairs: 1s will read the questions and 2s will read the answers. (Practice pronunciation) • Every couple must record the conversations using vocaroo.com. • After all the couples finish, the records will be listened to in the classroom to find errors and correct mistakes. <p>(https://www.ngllife.com/teacher-resources/extra-practice-activities: Page 2, Extra Practice Activities Unit7).</p> <p>Unit 7</p> <p>Type of shadowing technique: Interactive Shadowing</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">NGL Extra Practice Activities</p> <p style="text-align: center;">Unit 7</p> <p style="text-align: center;">Games to learn English.com</p>

	<p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, interactive communication, and vocabulary about unit 7.</p> <p>-Game: “The weather game” (30’)</p> <ul style="list-style-type: none"> • Students must complete the activity about eh weather game and repeat the vocabulary. • The game has several repetitions about vocabulary and allows you to memorize the words and situations. • Students must make a screen shot at the final to know the rate, time, name and location. <p>(https://www.gamestolearnenglish.com/weather/)</p>	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 30 th to Feb 2 nd
Unit: 8		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using distinct types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Monday 30/01/2023	Day 1 – Zoom Class Unit 8 Type of shadowing technique: Full Shadowing Strategy: Educational games Subskills: Pronunciation, grammar, and vocabulary about unit 8. -Complete the live worksheets activity. “Simple present tense” (30’) <ul style="list-style-type: none"> After finishing, check the answers. Students must choose 10 sentences from the exercise to read in front of their classmates. https://www.liveworksheets.com/vz1891862io	Book Online activities
	Unit 8 Type of shadowing technique: Full Shadowing Strategy: Video Subskills: Pronunciation, fluency, grammar, vocabulary, and interactive communication about unit 8. -Let’s watch a video: “simple present” (30’) <ul style="list-style-type: none"> Students must watch the video and answer the 	Vocaroo.com YouTube

	<p>questions during it. Teacher will stop the video to practice pronunciation. Every sentence will be repeated.</p> <ul style="list-style-type: none">• Once the video has ended, students must write their routines (at least 10 sentences).• Record the most important for them using vocaroo.com Teacher will verify that the grammar is well used. <p>https://www.youtube.com/watch?v=nvVdIJ0las0</p>	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez	Dates: From Jan 30 th to Feb 2 nd	
Unit: 8	Time: 4 hours	
Learning Objectives:		
<ul style="list-style-type: none"> • To evaluate the effects of the Shadowing technique using distinct types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
<p style="text-align: center;">Day 2 – Zoom Class</p> <p>Unit 8</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, and vocabulary, in unit 8</p> <p>Tuesday 31/01/2023</p>	<p style="text-align: center;">Day 2 – Zoom Class</p> <p>Unit 8</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, and vocabulary, in unit 8</p> <p>- Game:” Pictionary about movies” (60’)</p> <ul style="list-style-type: none"> • Divide the class into two groups. Ask the students for a name for each group. • The teacher will say to one participant from group A the name of a movie. He has to draw and try to describe it. The rest of group A is supposed to guess the movie. • Then, the teacher will say to one participant from group B the name of a movie. He has to draw and try to describe it. The rest of group B is supposed to guess the movie. • Continue until all the students have participated. • The group with the most points is the winner. 	<p>Book</p>

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Jan 30 th to Feb 2nd
Unit: 8		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Wednesday 01/02/2023	<p align="center">Day 3 – Onsite class</p> <p>Unit 8</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Role play</p> <p>Subskills: Pronunciation, fluency, grammar, vocabulary, and interactive communication in unit 8.</p> <p>-Artwork: “One moment please” (60’)</p> <ul style="list-style-type: none"> Divide the class into pairs, ask the students to fill the gaps on the activity worksheet. It must be an example to act. -Students must work together and write situation for every picture on the artwork: (Remember: always is someone on the phone asking for the character in the picture) -1 Good morning. Can I help you? -2 Yes, can I speak to Adam Aitken? -3 I’m sorry. He’s out of the office at the moment. -4 OK. Thank you. I’ll call back later. Students must act in pairs in front of the class. <p>https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets (artwork AW and students cards SC U8).</p>	<p align="center">Book</p> <p align="center">Ngllife Communicative Worksheets Unit 8</p>

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez	Dates: From Jan 30 th to Feb 2 nd	
Unit: 8	Time: 4 hours	
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using diverse types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Thursday 02/02/2023	<p style="text-align: center;">Day 4 – Zoom Class</p> <p>Unit 8</p> <p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, and vocabulary in unit 8.</p> <p>-Game: “Present simple” (30’)</p> <ul style="list-style-type: none"> Ask the students to play the game Present simple: https://www.gamestolearnenglish.com/present-simple/ Let’s practice pronunciation. Complete the activities. <p>Unit 8</p> <p>Type of shadowing technique: Full Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, and vocabulary in unit 8.</p> <p>-Game: “Class activity: Quiz” (30’)</p> <ul style="list-style-type: none"> Divide the class into two groups. Ask the students for the name of each group. Teacher will ask questions about grammar charts in Unit 8. 	<p style="text-align: center;">Book</p> <p style="text-align: center;">Online activities Games to learn English.com</p>

	<ul style="list-style-type: none">• Students from each group will answer the questions. One each turn. If it is correct, the group will win 1 point. The group with the most points will be the winner.	
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<https://www.gamestolearnenglish.com/present-simple/>

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Feb 6th – 9th
Unit: 9		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> • To evaluate the effects of the Shadowing technique using several types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Monday 06/02/20 23	<p style="text-align: center;">Day 1 – Zoom Class</p> <p>Unit 9</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Educational games</p> <p>Subskills: Pronunciation, grammar, fluency, and vocabulary about unit 9.</p> <p>- Let's find the colors and clothes (30')</p> <ul style="list-style-type: none"> • Order the letters and guess the clothes and colors. After finishing, check the answers. • Ask the students to find a partner. Every student must describe the clothing that the partner is wearing, including the colors. • Students have to say a piece of clothing incorrectly, and teacher will ask the classroom for it to any student. So, please, pay attention. <p>(Activity 1 “Vocabulary clothes” from Unit 9 Extra practice: https://www.ngllife.com/sites/default/files/Beg_Unit9_ExtraPractice.pdf)</p> <p>Unit 9</p> <p>Type of shadowing technique: Full Shadowing</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">Liveworksheets</p> <p style="text-align: center;">Online activities</p> <p style="text-align: center;">Vocaroom</p>

	<p>Strategy: Describe image</p> <p>Subskills: Pronunciation, grammar, and vocabulary about unit 9.</p> <p>-Describing the image: There is / there are (30')</p> <ul style="list-style-type: none">• Students must describe the things in the room using there is or there are when needed on the interactive worksheet: https://www.liveworksheets.com/cq2158446eo• Students can listen to the pronunciation of each thing pressing on it. Listen and repeat.• Complete the activity.• Motivate the students to record at least 5 sentences, using vocaroo.com.	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez	Dates: From Feb 6th – 9th	
Unit: 9	Time: 4 hours	
Learning Objectives:		
<ul style="list-style-type: none"> • To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
<p style="text-align: center;">Day 2 – Zoom Class</p> <p>Unit 9</p> <p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Educational game</p> <p>Subskills: Pronunciation, grammar, and vocabulary in unit 9.</p> <p>- Game:” The fastest and furious” (30’)</p> <ul style="list-style-type: none"> • Students must complete the activity on Liveworksheets: https://www.liveworksheets.com/pg2664371fc • Once finished, the student must read a practice pronunciation. If there are some questions, the student must ask the teacher. • Students will choose 5 sentences to read in front of the class. • The first student who finish and be sure about the correct pronunciation will say: “I am the fastest and furious.” • The student will read every sentence, if there is any mistake, it is time to give the chance to another student. • Continue until there are no errors. • Students could try again just twice. <p>Unit 9</p>	<p style="text-align: center;">Tuesday</p> <p>07/02/2023</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">Liveworksheets</p> <p style="text-align: center;">Online activities</p>

	<p>Type of shadowing technique: Selective Shadowing</p> <p>Strategy: Educational game</p> <p>Subskills: Pronunciation, grammar, fluency, and vocabulary in unit 9.</p> <p>-Game: “Brainstorming sessions: furniture” (30’)</p> <ul style="list-style-type: none"> • Ask the students to give several pieces of furniture, describing their locations: <ul style="list-style-type: none"> -There is a bath and a shower in the bathroom. -There is a bed and a nightstand in the bedroom. -There are three chairs in the leaving room. • Every student must give 3 sentences. 	
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Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Feb 6th – 9th
Unit: 9		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Wednesday 08/02/2023	<p style="text-align: center;">Day 3 – Onsite class</p> <p>Unit 9</p> <p>Type of shadowing technique: Interactive Shadowing</p> <p>Strategy: Role play</p> <p>Subskills: Pronunciation, fluency, grammar, and vocabulary, in unit 9.</p> <p>-Artwork: “At the hotel: I would like...” (60’)</p> <ul style="list-style-type: none"> Divide the class into pairs and hang out the students’ worksheets. Ask students to work together to put the phrases in order. Ask students to practice saying the phrases. In pairs, students must prepare telephone conversations based on the pictures. The teacher will control and help with ideas and vocabulary. Ask different pairs to act out their conversations. Ask the rest of the class to listen and say what requests the guests make. <p>https://www.ngllife.com/content/communicative-activities: Download beginner Communicative Worksheets (artwork AW and students cards SC U9).</p>	<p style="text-align: center;">Book</p> <p style="text-align: center;">Ngllife Communicative Worksheets Unit 9</p>

Unit Lesson Plan

Level 1D-H

Teacher: María Augusta Rodríguez		Dates: From Feb 6th – 9th
Unit: 9		Time: 4 hours
Learning Objectives: <ul style="list-style-type: none"> • To evaluate the effects of the Shadowing technique using different types of strategies on the oral production skills, and identify the subskills improved. 		
DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Thursday 09/02/2023	Day 4 – Zoom Class Unit 9 Type of shadowing technique: Selective Shadowing Strategy: Debate Subskills: Pronunciation, grammar, fluency, vocabulary, and interactive communication in unit 9. -Debate: “What do you prefer hot or cold to spend time on vacation?” (60’) <ul style="list-style-type: none"> • Divide the students into two groups. Group A is going to be in favor of the hot and group B is going to be in favor of the cold. • Ask the students to write some sentences about every side. • The teacher will be the moderator. • Then, let’s debate and draw conclusions. • Students must use grammar learned in unit 9 to debate the other people’s position. 	Book

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Dummett, P., Hughes, J., & Stephenson, H. (2015). *Life 3* (2nd ed.). Cengage Learning.

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