UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA

EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Investigación previo a la Obtención del Título de Licenciada en Ciencias de la Educación

Mención Ingles

TEMA:

"THE SHADOWING TECHNIQUE AND THE ENGLISH PRONUNCIATION"

Autor: Naranjo Chuiza Johana Tamara

Tutor: Lcda. Mg. Dorys Cumbe

SUPERVISOR APPROVAL

CERTIFY

I, Lcda. Mg. Dorys Cumbe, with I.D number 1803694569, in my capacity as tutor of the Research Project with the name **"SHADOWING TECHNIQUE AND THE ENGLISH PRONUNCIATION"** investigated by the student Naranjo Chuiza Johana Tamara with I.D. number **1804394482,** I confirm that this research accomplishes with all the requirements that the career asks. The presentation of this work is authorized so the student can continue with the following steps to obtain her degree.

Mg. Dorys Cumbe

SUPERVISOR

DECLARATION PAGE

I declare that this investigation "SHADOWING TECHNIQUE AND THE ENGLISH PRONUNCIATION" is completely made by the author and it contains all the requirements needed to be accepted.

This investigation contents are the authors responsibility.

Naranjo Chuiza Johana Tamara

I.D. Number: 1804394482

AUTHOR

THE APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"THE SHADOWING TECHNIQUE AND THE ENGLISH PRONUNCIATION"**which is held by Naranjo Chuiza Johana Tamara undergraduate student from Carrera de Idiomas academic period September 2019- February 2020 andonce the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

Ambato, December 2019

REVISION COMISSION

.....

Lic.Mg Marbella Escalante

.....

Lic.Mg Florentino Rizzo

DEDICATION

To God, the only owner of my life and all the events happening to me. Thanks for all the blessings I have during my life.

For the strength to continue after the bad things happened.

ACKNOWLEDGMENTS

To my parents for all the support and patience that show me during my entire life.

To my brother and sister to be my motivation to fulfil all my most dreamed achievements in live.

To my teachers of all my student's life, to share with me all their knowledge in the most appropriate and patient way to do it.

All of you are in my heart for ever.

Tamara

TABLE OF CONTENTS

DECLARATION PAGE iii

TABLE OF CONTENTS vii

RESUMEN x

ABSTRACT x

CHAPTER I: THEORETICAL FRAMEWORK 1

1.1 Investigative Background 1

1.2 Theoretical Foundation 3

1.3 EFL METHODS 4

1.4 Direct Method: Key Principles 6

1.5 Shadowing 7

1.6 Objectives Achievement 9

1.6.1 General Objective 9

1.6.2 Specific Objetives 9

CHAPTER II.- METODOLOGY 11

2.1 Materials 11

2.2 Basic Mode of Investigation 11

2.3 Research Modality 11

2.4 Level or type of Research 12

2.5 Population Sample 12

2.6 Information Gathering Plan 13

CHAPTER III: RESULTS AND DISCUSSION 14

3.1. Analysis and Interpretation of the results 14

3.1.1 Data Interpretation 14

3.3 Verification of the Hypothesis 19

3.4 Hypothesis Statement 20

CHAPTER IV: CONCLUSIONS AND RECOMENDATIONS 21

4.1 Conclusions 21

4.2 Recommendations 22

ANEXES 24

CHAPTER V: REFERENCES 29

TABLE INDEX

Table 1. Types of Shadowing 7

Table 2. Participants 13

Table 3. Limited control of word and sentence stress 14

Table 4. Individual sounds 15

Table 5. Speaking understanding 15

Table 6. Control of intonation? 16

Table 7. Pre and post-test 17

Table 8. Pre and post-test hypothesis 19

Graphic Index

Figure 1. Item 1 scores. 14

Figure 2. Item 2 scores 15

Figure *3*. Item 3 scores 16

Figure *4*. Item 4 scores 16

Figure *5*. Pre and post-test 18

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

TEMA: "LA TECNICA DE SHADOWING TECHNIQUE Y LA PRONUNCIACION EN EL IDIOMA INGLES"

AUTOR: Naranjo Chuiza Johana Tamara

TUTOR: Lcda. Dorys Cumbe

RESUMEN

El objetivo de esta investigación es ayudar a los estudiantes de un segundo idioma (inglés) a mejorar su nivel de pronunciación utilizando una técnica web llamada Shadowing. Esta técnica consiste principalmente en la imitación de un discurso de un un nativo del idioma ingles ,intentando hacer que el sonido sea muy similar. Esta investigación se realizó en la Unidad Unidad Educativa UK School en la ciudad de Ambato, con 20 estudiantes de 6to grado. La investigación se llevó a cabo como un proceso de campo y bibliografico para analizar el efecto de la técnica de Shadowing en la fluidez de los estudiantes en el momento de producir el idioma. Los estudiantes fueron evaluados en algunos aspectos de pronunciación, como la comprensión, la entonación y los patrones de oraciones con un certificado de prueba de competencia de Cambridge. La efectividad de esta investigación se demostró aplicando una prueba previa y una prueba posterior a la misma clase y se verificó mediante la prueba de Wilcoxon. Los resultados de este experimento fueron significativos al concluir que en una técnica que ayuda a mejorar la pronunciación en un importante incremento en la prueba final, Esta técnica también ayudo a estos estudiantes a mejorar sus habilidades auditivas.

Palabras clave: comunicación, pronunciación, Shadowing, técnica.

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

THEME: "THE SHADOWING TECHNIQUE AND THE ENGLSIH PRONUNCIATION"

AUTHOR: Naranjo Chuiza Johana Tamara

TUTOR: Lcda. Dorys Cumbe

ABSTRACT

The objective of this research is to help the students of a second language (English) to improve their pronunciation level using a Shadowing technique. This technique mainly consists in the imitation of a speech from a native speaker trying to make the sound very similar. This research took place in Unidad Educative UK School in Ambato city, with 15 students from 6th grade. The research was carried out as a Field and Experimental process to analyze the effect of Shadowing technique in students' fluency now of producing the language. Students were evaluated in some pronunciation aspects such as understanding, intonation and sentences patterns with a certificate Cambridge proficiency test. The effectiveness of this research was proved by applying a pretest and a posttest to the same class and it was verified trough Wilcoxon test. The results of this experiment were meaningful concluding that in this technique helps to improve the pronunciation with a high level in the final scores. To the students that aren't native speakers it also helped them to improve their listening skills significantly.

Key words: Communication, pronunciation, Shadowing, technique.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Investigative Background

To solve the English pronunciation problems some investigation on this topic have been done already in other parts of the world with L2 learners. At Universidad Técnica de Ambato there aren't similar researches and that is why this research will be done. The main problem is the usefulness of the language that we are studying. Here, in Ecuador, people know the grammatical field of English language, but it is the opposite at the moment of producing it. According to Landon, (2009), students that have been learning the English language for about eight or more years are not able to communicate with a native speaker of this language.

The objective of the author Kun-Ting Hsieh, (2013) with his experimental research **"A PRELIMINARY STUDY OF APPLYING SHADOWING TECHNIQUE TO ENGLISH INTONATION INSTRUCTION",** was to practice intonation using shadowing technique. He found that L2 learners do not have the opportunity to model the language from a native speaker. This study evolved fourteen non-English students from the National Taiwan University. He divided the team in two groups of students: one group was exposed to shadowing technique and the other was not. The results proved that the intonation in learners was positively influenced by shadowing technique. So, it was stated that shadowing technique has an amazing good influence in the group that was applied compared to the other group that did not practice this technique.

Another research is **"The implementation of shadowing technique to improve oral accuracy in young children",** made by Jaramillo & Isaiza, (2016) was developed in Universidad Technologic de Pereira. This research principal aim was to help some

fourth-year learners to develop their speaking skills. The investigators used interesting resources such as movies, videos and songs from the web. All of this to make students practice their pronunciation patterns using the shadowing technique. Learners were exposed to this technique 3 hours per week and applying the imitation method. They concluded that the implementation of shadowing to improve oral skills was achieved based on the results of this research.

"Shadowing is a kind of "repeat-after-me" type exercise" Luo, et al.,(2008). This research used this technique to make students imitate native speakers through a video in a web platform. This research took place in China and had shown very effective results. Forty adults that were learning English as a second language have been exposed to some shadowing sessions constantly to evaluate if this technique works in their English oral production. The results impressed the investigators. They proved their hypothesis through a TOEIC proficiency test in which they could see that this technique (Shadowing), not just helped in students speaking but also it makes them develop their listening ability.

The English pronunciation is not a problem just in Latin American countries, it also takes place in European and Asian countries. Omar & Umehara, (2010) in their article **"Shadowing: A Technique for Language Learning and a Tool for Critical Reflection"** stated that they have been teaching English to Japanese people and they noticed the lack of good techniques and preparation in the speaking part of the L2 students. That is why they try some new and innovative ways to make a difference in teaching English pronunciation in other countries. These Japanese non-English speakers were trained in an experiment to improve their automatic pronunciation. This experiment lasted six months and students presented some trouble to shadow the

language, because their listening skills were not good at all. “If they could not listen, they could not shadow either”. So, the investigators, (Omar & Umehara, 2010), decided to use easier material to make possible this investigation. Consequentally, by using the shadowing technique, students could understand and therefore improve their pronunciation, intonation and rhythm.

In conclusion there are very interesting previous investigations about the shadowing technique and the improvement of the pronunciation in non native speakers of the English Language. All those researches had excellent results in which the investigators conclude that students that are exposed to this technique improve notoriously their speaking and listening skills.

1.2 Theoretical Foundation

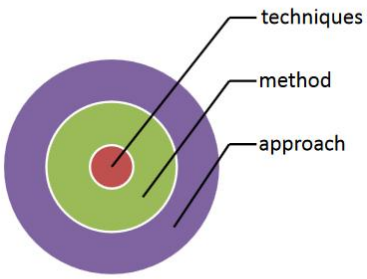
- **ELT Methodology**

English Language Teaching Methods are changing over the time and with the technological advancement that people make use of the sources, applications and web materials are of a big help for teachers and for learners.

What is a method?

According to Karavas, (2010), EFL methods are considered the tools, materials, techniques and steps that the teachers use in their classes. Instead, for the learners, are the approaches and input that the students must learn from a new language.

What is an approach?



(Applied Linguistics to Foreign Language Teaching and Learning,2010)

An approach is simply, the union of how a language works and how does cognitive process work in students to learn that language.

1.3 EFL METHODS

- **Grammar Translation Method**

  Also called the classical method. It is mainly based on the learning through translating vocabulary, sentences or texts to the second language in order to memorize and store vocabulary in your brain. After that you can use it to communicate with other L2 speakers.

- **Direct Method**

  "Pronunciation is taught through intuition and imitation; students imitate a model and do their best to approximate the model through imitation and repetition." (Murcia, 1996). Although ,in the past, this method was not very well applied in public schools, learners reacted in a good way to it.

- **Audio Lingual Method**

  It is mainly focused on listening and speaking students' abilities like the direct method but, of course, with some differences.

- **The silent way**

In this method learners are more independent and are responsible of discover, by themselves, the grammatical structures of the language. It is used deductive and inductive grammar exercises. (Karunakaran, 2013)

- **Community Language Learning**

  Students are exposed to a social environment or native speakers to practice speaking more naturally.

- **Total Physical Response**

  According to Karunakaran, (2013), "Total Physical Response is a language learning method based on the coordination of speech and action."

- **The Natural Approach**

  This approach present learners' different real situations (selling-shopping in a store, conversation with tourists, be a waitress) in which they use the language to internalize the language.

- **Direct Method**

  It is also called the natural and communicative method because it is mainly focused to the improvement of these two skills: Listening and Speaking. In this method students are facing some real situations using questions that people do in real life. This method is an introduction to the oral communication. It develops in students some essential abilities that they will use in their L2 acquisition. Mart, (2013).

According to Richards & Rodgers, (1986) the Direct method uses lots of interaction between teacher and students, it is mainly based on the following principles:

1.4 Direct Method: Key Principles

- The classes must be given only in the target language.
- A lot of vocabulary is given to the learners every day.
- Students are provided with directionated questions making them produced the language in an organized level.
- It is using the inductive and deductive way to teach grammar.
- Some grammar points are taught using modeling, memorization and practice.
- Listening comprehension is developed in the process
- Speaking skills are improving through the practice
- Pronunciation patterns are emphasised in this method

Objectives of EFL methods

- To provide learners with a model in which they must repeat the sounds exactly like the model.
- Focus the attention in the sounds. rhythm and intonation in the target language.
- Generate the ability in the students of listening and repeat simultaneously.
- To make the teachers choose appropriate materials to develop listening and speaking skills.
- To make the classes more interactive. More student's participation and less TTT.

1.5 Shadowing

Definition:

Shadowing is a pronunciation practice technique that mainly consists on listening to a speech, students must try to imitate the speaker as fast as they can, with the same rhythm, stress and intonation. It means a person is going to be talking and the students must speak almost at the same time copying the model that they have. This technique was used in European countries to train them in the orally production of the language. According to Omar & Umehara, (2010) "Shadowing is defined as an active and highly cognitive activity in which learners track speech they hear and vocalize it as clearly as possible while simultaneously listening".

Table 1.
Types of Shadowing

Full Shadowing	**Students have to listen to the input and then try to repeat the auditory input as soon as it is heard.**
Slash shadowing	The speaker purposely delivers their speech with pauses between phrases to give to the shadower more time to recognize words.
Silent shadowing	Full shadowing done in your head, sub-vocalization.
Part shadowing	The shadowing picks up the last word or the stressed ones just shadows them.
Shadowing + comment	The shadower adds his/her own comments.

Part shadowing + question	The shadower adds a questions about his/her job.

Source: Jaramillo & Isaiza, (2016)

Elaborated by: Jaramillo & Isaiza, (2016)

Characteristics:

- This technique its mainly focused to practice oral skills.
- Shadowing is a kind of "repeat after me" exercise. (Luo, Shimomura, Minematsu, & Yama, 2008).
- Shadowing uses mirroring that is based on imitation of gestures and sounds but it is not simultaneous.
- Some investigators state that Shadowing have a better impact in students speaking than "reading aloud".
- The native speaker and the learner could be talking at the same time.
- Shadowing helps learners to improve listening and speaking.

The application of this investigation was based on the Direct Method, that is also called the natural and communicative method. It is mainly focused on the improvement of these two skills: Listening and Speaking. In this method students are facing some real situations using questions that people do in real life. This method is an introduction to the oral communication. It develops in students some essential abilities that they will use in their L2 acquisition. (Mart, 2013).

According to Richards & Rodgers, (1986) the Direct method uses lots of interaction between teacher and students, it is mainly based on the following principles:

- The classes must be given only in the target language.
- A lot of vocabulary is given to the learners every day.

- Students are provided with directionated questions making them produced the language in an organized level.
- It is using the inductive and deductive way to teach grammar.
- Some grammar points are taught using modeling, memorization and practice.
- Listening comprehension is developed in the process
- Speaking skills are improving through the practice
- Pronunciation patterns are emphasised in this method

The effect of Shadowing technique in students' oral production was effectively established through a pre and a post test applied to Six Graders in Unidad Educativa U.K. School. The first step was to evaluate student's pronunciation through a reading in past. They had to read a short text in past tense so the teacher could recognize the lack of good pronunciation of the verbs in past and other words.

1.6 Objectives Achievement

1.6.1 General Objective

- Determine the effectiveness of the Shadowing technique and its incidence in the oral production of the English language.

1.6.2 Specific Objetives

- Identify the influence of the shadowing technique in the pronunciation of six graders in Unidad Educativa UK school in Ambato.
- Analyze the functionality of Shadowing technique for strengthening oral skills.
- Establish the effect of Shadowing technique in students' oral production of the English Language.

This investigation successfully achieved the objectives stated in the proposal of the topic.The efectivennes of shadowing technique in students pronunciation was evidenciated through a month of practice and a certificated test applied at the end of this project. Also it could be shown that Unidad Educativa UK School students were influenced by this technique.They loved Shadowing and they will continue uusing day by day to improve their speaking abilities with the apropiate ressources and the correct selection of the level of tools needed for shadowing,this technique is very effective to strength oral skills.The effect between shadowing technique and students oral production was that students improve in a very high percentage their pronunciation in past tense thank to the practice they had using this technique.

CHAPTER II.- METODOLOGY

2.1 Materials

To achieve this investigation successfully there were some necessaries resources listed below. The participant people were 20 students from Unidad Educativa UK School, The tutors of the school and Technical University of Ambato, The school teachers that helps to take the quizzes to the experimental group. The average age of the students was between 10 and 11 years old. They have already studied English in a bilingual school, that is why those students have an upper level of this language.

2.2 Basic Mode of Investigation

The current research used a mixed approach, quantitative and qualitative. Quantitative, mainly because it presented all the data into charts, tabulation, rubrics, grades and graphics in order to see if the technique has an impact on the speaking skill. Also, as the communicative skill is as long as relevant social topic in the world, this research used Qualitative approach as well.

Once we have finished with the investigation, we analyzed this problem in English oral communication of six graders of Unidad Educativa UK School in Ambato city and found a solution to it.

2.3 Research Modality

The investigations types of the following project were Field and Bibliographical Research. Field research mainly because the place was directly with the students to analyze the relationship of the Shadowing technique and the students' fluency at speaking the language.

On the other hand, the research was also of bibliographical type since the information of this investigation was collected from sources of thessis , projects ,cientific articles and other web ressources.Comparing and contrasting different authors and points of views about the efficiency if this technique.

2.4 Level or type of Research

Exploratory Research: A diagnosis is made of the causes of a problem attached to the reality of the students in the development of the oral skills of the English language.

Descriptive Research: The realization of this project is essential and necessary as it helped people to know the usefulness of the shadowing technique and the importance of correctly pronunciation of the English language in order to establish good communication between different communities and in the professional field.

Correlational Research: It addresses the relationship of causes and effects of the problem described and explains how "Gapping Activities" can complement curricular activities in the development of oral skills of the English language.

2.5 Population Sample

The research was carried out in Unidad Educativa UK School in Ambato. The students who participated in this research process were mainly the students of the six grade of this school, this level has mainly 20 students 10 women and 10 men. The selection of this participants was according to the level of english they had. This students haveA2 in english as a second language.They are in 6^{th} grade of a bilingual school in which these students are exposed to english all the time.

Table 2.
Participants

TEACHERS	2
STUDENTS	20
PRINCIPAL	1
TOTAL:	23

Author: Tamara.Naranjo

Source: List of Students Unidad Educativa UK School

2.6 Information Gathering Plan

Some important information was collected to achieve the purpose of this research. The participants of this research were 20 students, two teachers, some tutors and the director of UK School, in which this investigation was applied. All of this people was essential in the development of this investigation because they are professional people who shared their knowledge with us to evaluate and correct some mistakes that this investigation could contain.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Analysis and Interpretation of the results

In view of the account's investigation, the estimation of the English Pronunciation was created thinking about the criteria of the rubric from the A2 Key Exam so as to give a precise method for test speaking habilities in students. Three elements of Speaking Performance were evaluated such as: Grammar and Vocabulary, Pronunciation, and Interactive Communication with the application of the Shadowing Technique.

3.1.1 Data Interpretation

ITEM 1: Does the speaker show limited control of word and sentence stress?

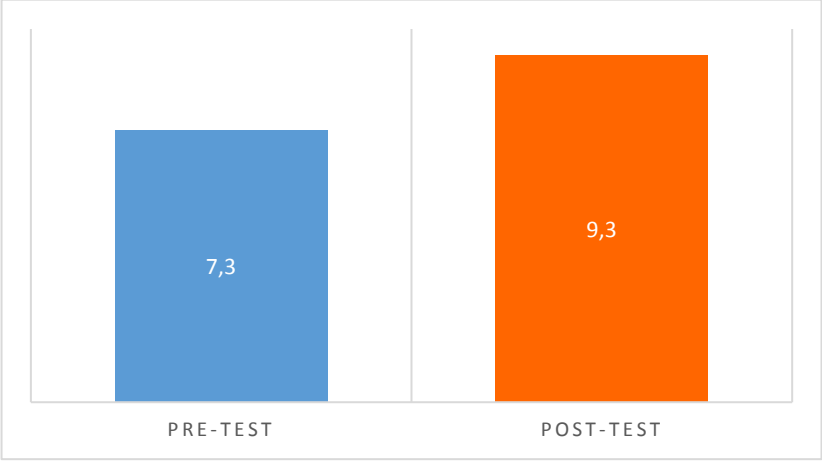
TABLE 3.
Limited control of word and sentence stress

Pre-Test	7.3
Post-Test	9.3

Source: Pre and post test experimental group

Author: Naranjo, T. (2019)

Figure 1. Item 1 scores.



The Table 1 shows the test before shadowing and the evaluation of learning

ITEM 2: Are the individual sounds mostly clear?

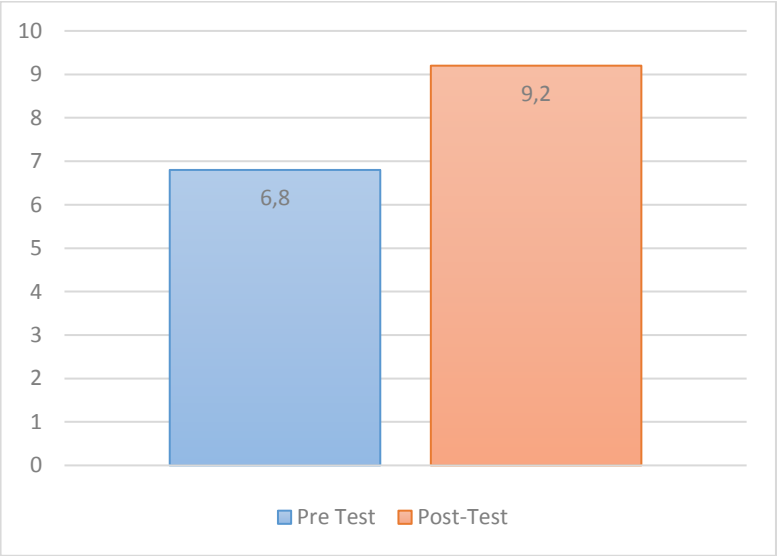
TABLE 4.
Individual sounds

Pre-Test	6.8
Post-Test	9.2

Source: Pre and post test experimental group

Author: Naranjo, T. (2019)

Figure 2. Item 2 scores.



ITEM 3: Can the speaker be mostly understood?

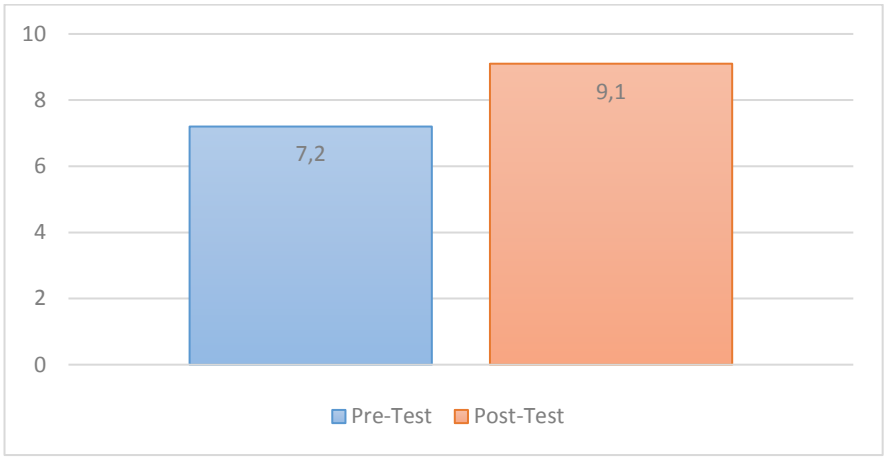
TABLE 5.
Speaking understanding

Pre-Test	7.2
Post-Test	9.1

Source: Pre and post test experimental group

Author: Naranjo, T. (2019)

Figure *3*. Item 3 scores



ITEM 4: Does the speaker show limited control of intonation?

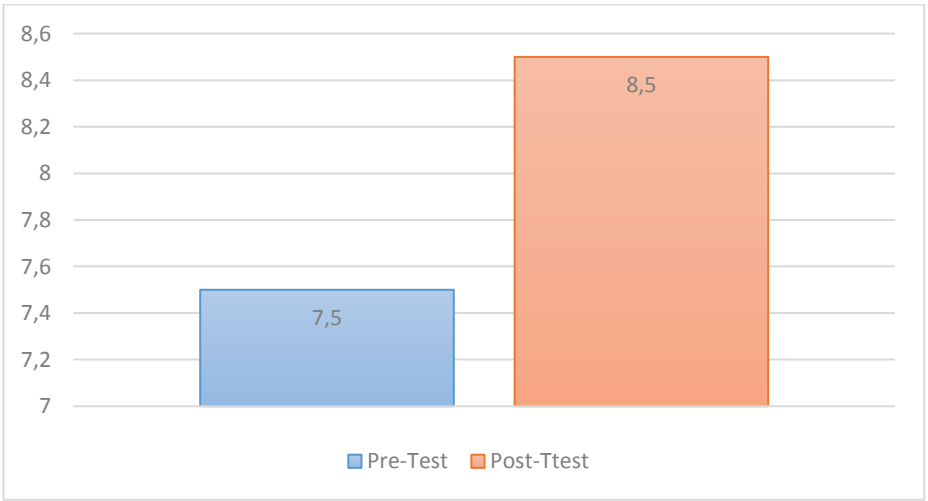
TABLE 6.
Control of intonation

Pre-Test	7.5
Post-Test	8.5

Source: Pre and post test experimental group

Author: Naranjo, T. (2019)

Figure *4*. Item 4 scores



It can be evidentiated in the charts that learners were exposed to a Pre-Test that tested some aspects in oral English skills.

Elements of the A2 Speaking Performance

Table 7.
Pre and post-test

Speaking Performance	Experimental Group		Expected Average
	Pre-test	Post-test	
Grammar and Vocabulary	2,5	3	5
Pronunciation	2,6	3,6	5
Interactive Communication	2,8	3,4	5

Source: A2 Speaking Performance
Author: Naranjo, T. (2019)

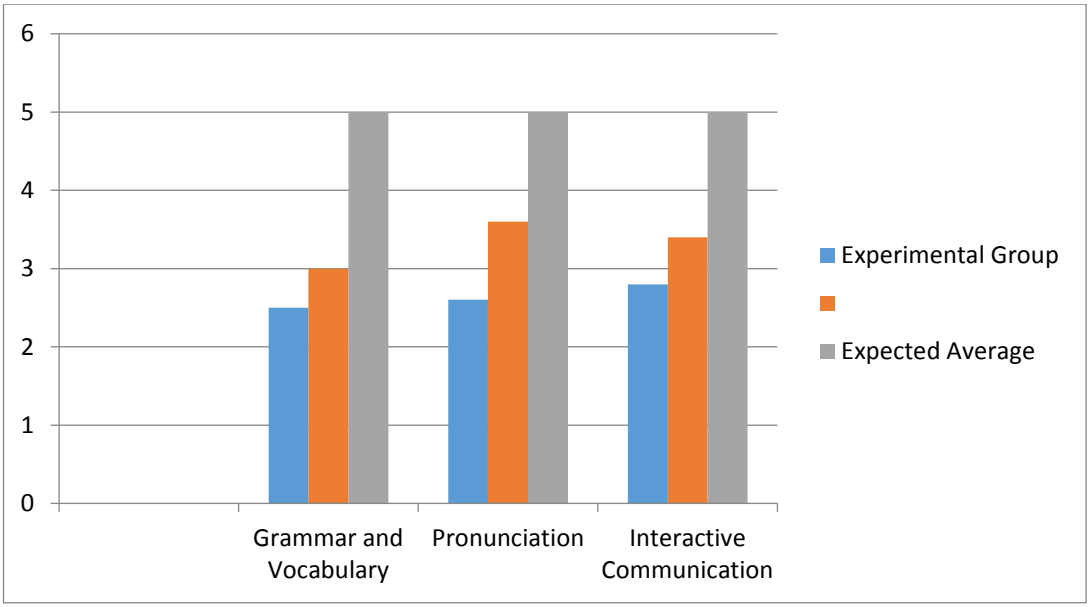


Figure *5*. Pre and post-test

3.2 Student Interpretation:

The table and figure 5 demonstrate the scores based on the criteria considered in the A2 Speaking Performance where Students from sixth level started in Grammar and Vocabulary from 2,5 to 3, Pronunciation from 2,6 to 3,6 and Interactive Communication from 2,8 to 3,4.

As indicated by this information, it is quite observed that there is an enhancement in the correlation of the last scores of the pre and post-tests in the Experimental Group after the application of The Shadowing Technique to improve English Pronunciation.

The outcomes acquired from the last average somewhere in the range of sixth level in speaking performance that understudies got 0,5 in Grammar and Vocabulary which implies that the students require additional training to enhance this component.

In Pronunciation, the experimental group got an improvement of 1 and it demonstrates that the current technique worked well with this group.

In Interactive Communication the experimental group got 0,6, so it implies that the techniques connected in sixth level worked effectively.

As it is stated in the scores in both pre and post-test from the experimental group of study were great. The motivation behind this current research was to improve the English Pronunciation through the execution of The Shadowing Technique. In any case, this gathering of understudies did not achieve the main aim that was to get 5 as the rubric showed, so consequently, it is fitting to utilize the procedures,

methodologies, strategy, and exercises that support their pronunciation and their capacity to convey meaning.

3.3 Verification of the Hypothesis

Table 8. Pre and post-test hypothesis

Ranges

		N	Average range	Sum of ranges
Post-test - Pretest	Negatives ranges	0[a]	,00	,00
	Positives ranges	4[b]	2,50	10,00
	Drwas	0[c]		
	Total	4		

a. Post-test < Pretest
b. Post-test > Pretest
c. Post-test = Pretest

Source: Hypothesis verification
Author: Naranjo, T. (2019)

In the range test table, it can be seen that the positive ranges in English Pronunciation 1. Grammar and Vocabulary, 2. Pronunciation and 3. Interactive Communication, there are positive ranges, that is, the post-test it is greater than the pre-test, considering that The Shadowing Technique affects the English Pronunciation of students from sixth level at ?? UK School.

Statistics of contrast[a]

	Post-test - Pretest
Z	-1,841[b]
Sig. asintót. (bilateral)	,046

a. Wilcoxon signed sign test

b. Based on negative ranges.

In the contrast statistic, taking the Wilcoxon test, it can be shown that when Z is obtained with a value of -1.841 (bilateral) and the value of p is 0.046, and this is less than 0.05, the null hypothesis is rejected, so the alternative hypothesis is accepted, that is, The Shadowing Technique affects the English Pronunciation of students from sixth level at UK School in Ambato.

3.4 Hypothesis Statement

Null Hypothesis

Shadowing Technique does not influence positively the English pronunciation in UK School six graders students.

Alternative Hypothesis

Shadowing Technique influences positively in English pronunciation in UK School six graders students.

CHAPTER IV: CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

- The Shadowing technique effectiveness has been proved during this experiment and at the moment of evaluation. The incidence in the oral production of the English language is amazing because it helps the learners to develop through practice the speaking abilities. Students were able to pronounce in a better way the sounds and rhythms within the target language.

- As six graders of ??? UK school had a good English level, they didn't have any complain with the input, so the experiment was developed with no difficulty. Those students shown a high interest in this technique because the materials used were appropriate and catched the learner's attention.

- It was clearly established that the shadowing technique improved the pronunciation in these students. They improved in a big way their speaking abilities, intonation and English sounds. Other researches stated that shadowing is mainly based on the listening and repetition of some resources given to the L2 students and it helps to the listening skill more than the speaking. But it depends upon the teacher focus at the moment of using this useful technique.

- It can be concluded that the students exposed to shadowing imitated almost exactly the sounds pronounced as the person in the videos. Also, this technique,

helped them to internalize some words, in this case past verbs. The learners were evaluated at the beginning of this experiment and at the end, after the shadowing technique, and at last they had very good result in the final evaluations.

- It can be concluded that the application of this new technique was challenging for the students, because of the level of input that they were listening. Some of them don not have the same level and that affected some students' evaluations' in general was evidenciated the effectiveness of Shadowing technique in English pronunciation.

4.2 Recommendations

- Check the material that you use for this technique before to apply it to the students. Learners aren't in the same level in a group.It ca cause frustration in students and the activity will not be developed in a proper way and the results can be affected because of it.
- Choose the appropriate input considering the age, the listening level and the social environment. Not all the web sources can work in different students.Some students react better to music others to movies ,that is why we must check the likes and dislikes of students in order to have a general idea of which ressources we can appli in thath class.
- Check the audio and materials you are going to use before the application of this technique. The audio and the internet in your devices.It help to develop the

practice in a efficient way and you avoid interruptions while the students are concentrated on it.

- Do it by levels, first try a short speech, then you can continue make it hard. Most of the students do not know how this technique works,fotr that reason you should start with short speeches using easy vocabulary. After that you can continue increasing the level of the videos or song you use

ANEXES

Cambridge
English Qualifications

Cambridge English: Key (LEVEL A2) SPEAKING PRONUNCIATION	
Name of student	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good	Not so good
Does the speaker show limited control of intonation?	
Good	Not so good
Does the speaker show limited control of word and sentence stress?	
Good	Not so good
Are individual sounds mostly clear?	
Good	Not so good

Source: Cambridge English, *Key Speaking Test (2008)*

THERE was once a shoemaker who, through no fault of his own, had become so poor that at last he had only leather enough left for one pair of shoes. At evening he cut out the shoes which he intended to begin upon the next morning, and since he had a good conscience, he lay down quietly, said his prayers, and fell asleep.

In the morning when he had prayed, as usual, and was preparing to sit down to work, he found the pair of shoes standing finished on his table. He was amazed, and could not understand it in the least.

He took the shoes in his hand to examine them more closely. They were so neatly sewn that not a stitch was out of place, and were as good as the work of a master-hand.

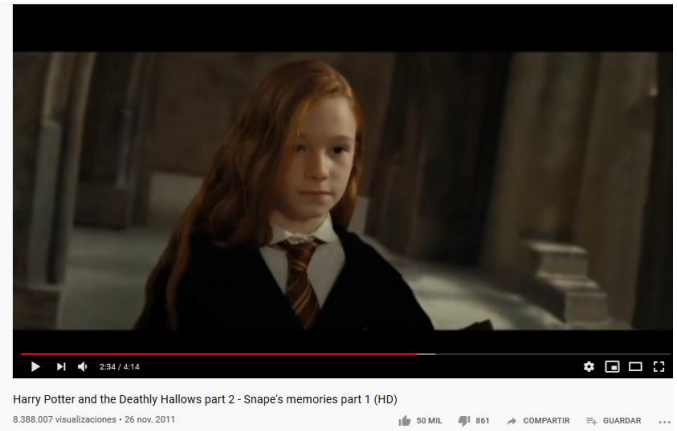
Soon after a purchaser came in, and as he was much pleased with the shoes, he paid more than the ordinary price for them, so that the shoemaker was able to buy leather for two pairs with the money.

He cut them out in the evening, and next day, with fresh courage was about to go to work; but he had no need to, for when he got up, the shoes were finished, and buyers were not lacking. These gave him so much money that he was able to buy leather for four pairs of shoes.

Early next morning he found the four pairs finished, and so it went on; what he cut out at evening was finished in the morning, so that he was soon again in comfortable circumstances, and became a well-to-do man.

Source:

https://www.youtube.com/watch?v=sB-oF1LANZM&t=182s



Source: https://www.youtube.com/watch?v=LHolRZeQNG4

Source: https://www.youtube.com/watch?v=sywiO2bRVUA

CHAPTER V: REFERENCES

Chung, D.-U. (2010). The Effect of Shadowing on English Listening and Speaking Abilities of Korean Middle School Students. *English Teaching* , 30.

Jaramillo, A. M., & Isaiza, A. (2016). *THE IMPLEMENTATION OF SHADOWING TECHNIQUE TO IMPROVE ORAL ACCURACY IN YOUNG CHILDRE.* Pereira: Facultad de bellas artes y Humanidades.

JOHNSON, D. W., & JOHNSON, R. J. (2002). *APRENDER JUNTOS Y SOLOS: APRENDIZAJE COOPERATIVO, COMPETITIVO E INDIVIDUALISTA* . Aique: Aique.

Johnson, T. D.-M. (2012). *Developments in ESP.* United Kingdom: MPG Books Group.

Karavas, E. (2010). Applied Linguistics to Foreign Language Teaching and Learning. *Hellenic Republic.*, 60.

Karunakaran, D. T. (2013). AN OVER VIE. DJ THE DAWN JOURNAL. *ENGLISH LANGUAGE TEACHING METHODS*, 18.

Kun-Ting Hsieh, D.-H. D.-Y. (2013). *A PRELIMINARY STUDY OF APPLYING SHADOWING TECHNIQUE TO ENGLISH INTONATION* . Singapore: Taiwan Journal of Linguistics .

Landon, M. W. (2009). THE EFFECTS OF COMPUTER-ASSISTED PRONUNCIATION. *Language Learning & Technology*, 15.

Luo, D., Shimomura, N., Minematsu, N., & Yama, Y. (2008). Automatic Pronunciation Evaluation of Language Learners' Utterances Generated through Shadowing. *Interspeech 2008*, 4.

Mart, C. T. (2013). The Direct-Method: A Good Start to Teach Oral . *HR Mars Exploring Intelectual Capital*, pgs. 1-5.

Murcia, C. (1996). Pronunciation Teaching History and Scope. *Pronunciation Teaching History and Scope.*

Murphey, T. (2013). Exploring conversational shadowing. *Applied Linguistics*, 8.

Nunan, D. (2011). Metodologias de la enseñanza de un idioma. In D. Nunan, *Language teaching methodology* (p. 17).

Omar, H. M., & Umehara, M. (2010). Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners. *THE JOURNAL OF ASIA TEFL Vol. 7, No. 2,*, pp. 199-230.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language.* Great Britain: pp.11-82.

Rosenberg, A. J. (1970). EMPC: Educator Industry Cooperation. *Educ Screen Audiovisual Guide*, 21-32.

Slavin, R. E., & Johnson, R. T. (1999). *Aprendizaje cooperativo: teoría, investigación y práctica.* Buenos Aires: Aique.

Torres García, M. d. (2014, Julio 02). *El aprendizaje cooperativo en el aula de inglés de 4º de educación primaria.* Retrieved from Repositorio Documental de la Universidad de Valladolid: http://uvadoc.uva.es/handle/10324/8307

Turruón Borallo, P. (2013). *La enseñanza de lenguas extranjeras a través del aprendizaje cooperativo : el aprendizaje del inglés en alumnos de primaria.* Retrieved from Repositorio Documental de la Universidad de Valladolid: http://uvadoc.uva.es/handle/10324/2962

Wang, X. (2017). The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students . *Advances in Social Science, Education and Humanities Research, volume 120*, 6.

Yoko, M. (2011). Shadowing with Oral Reading: Effects of Combined Training on the Improvement of Japanese EFL Learners' Prosody. *Language education & technology*, 48.

Beanstalk, J., Home, L., Shoemaker, T., Poltrie, T., Gretel, H., & Pigs, T. et al. (2019). Stories | Short Stories, Bedtime Stories, Scary Stories. Retrieved 27 October 2019, from https://www.studentuk.com/