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Research Paper

How can students develop listening and speaking skills through shadowing and gestures?

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Carta de recomendación del tutor

Por medio de la presente hago constar que **Altamirano Montalván Celika Eunice, Diana Lucia López Benavidez y Erika Fabiola Castro Jarquín** estudiantes de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** han elaborado el trabajo de investigación: **How can students develop listening and speaking skills through shadowing and gestures?** y han cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los 13 días del mes de febrero del dos mil veinte.

Atentamente,

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Abstract

Teaching English to elementary school children is something new for teachers in Nicaragua, since we are trained to teach secondary school students. Contrary to secondary school students, children need English lessons without the necessity of teaching grammar rules. Therefore, we have to depend on strategies that involve different activities in which students can learn a new language in the same way that all we learn our mother tongue.

This research study is about: How can students develop listening and speaking skills through strategies like shadowing and gestures, with students of first grade in the morning shift at Sotero Rodriguez School during two thousand nineteen.

The main aim of the study was to analyze the importance of listening and speaking skills in teaching the English Language to first graders. We selected a sample of one teacher and five students. For this study, we used two qualitative instruments for data collection. The instruments were observation guides and interviews. We could get appropriate and reliable data about behavior, events or situations to process aim information in this research paper. Through an analysis of the observation and answers of the participants, we could contrast information to get the results of our investigation.

The main finding of our research was that the teacher uses gestures and shadowing through different strategies, promoting participation and enthusiasm in all the students, in which the students developed listening and speaking skills, interacting with each other and learning by doing. Among the substantial conclusions shadowing and gestures can assist teachers in their tasks to help their students in their learning process. This kind of strategy can help to develop their listening and speaking skills and learn as they enjoy the time.

Keywords: Strategies, speaking, listening, shadowing, gesture.

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Chapter one-Introduction.

This research stems from the need to develop listening and speaking as fundamental skills for implementing the new 2018-2023 project to teach English in elementary school. Considering that first-grade students do not have skills in reading and writing, we wanted to test out shadowing and gestures as techniques to help children to develop listening and speaking skills due to their characteristics. In this investigation, we must understand shadowing as “a paced, auditory, tacking task that involves the immediate vocalization of auditory presented stimuli” (Hamada, 2018); and according to Toastmasters International (2011) gestures are the specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion. From this perspective, we think both strategies help children to develop the skills we want to achieve.

At the school Sotero Rodriguez, children are motivated by their new English class; however; if teachers do not use different strategies, children may not achieve the goal of learning the new language. For that reason, we started researching the use of certain techniques that could improve children's listening and speaking skills through strategies such as shadowing and gestures. Students' performance measured the effectiveness of the approach used by the teacher and using observation; we could verify how to implement them.

Therefore, the main aim of this research is to analyze the importance of listening and speaking skills in teaching the English language with students of first grade. For that, we observed the performance of the students during the application of strategies for the development of listening and speaking skills, and then we will describe the effectiveness of them.

1.1 Background.

We found some research related to listening and speaking skills and the use of gestures and shadowing as teaching strategies. The following studies relate to this research. Through this study, we can contrast the importance of using strategies to develop listening and speaking skills in first-grade children.

About listening and speaking, Anderson and Linch (2013) explore surface detail of comprehension materials and to provide an overall perspective on listening as a communicative activity and as a language learning activity. They designed this scheme to involve language teachers in their own professional development.

Morales (2018) attempts to show that corporal expression helps children develop English listening comprehension ability through body language. We used it as a test as research instruments on traditional methods. As a result, she studied students' progress, and how they improved their retention and comprehension capacity, when the teacher used teaching skills such as gestures. Both studies show the importance of the use of strategies for the development of listening skills, especially with children.

At the same time, Yo Hamada (2018) in his book cements shadowing as a separate technique from other similar techniques such as Elicited Imitation, Mirroring, and simple repetition, and provides ample empirical data to explain the function of Shadowing. This book will prove useful to English Language learners and instructors in their linguistic pursuits.

1.2 Justification.

We think this research is important because listening and speaking are the most important skills to teach the English language in first grade; also, the professional development is necessary for teachers to improve their learning on how to work with children; for this reason, our research is mainly oriented to the analysis of the importance of listening and speaking skills in teaching the English language.

Although children learn a new language spontaneously, it is important to take into account the learning environment and “the speed of language acquisition [which] is due to factors both within the child and learning environment” (Dunkel, 2018). Children are the main factor

since they learn easier than adults, especially because they are not afraid to be wrong, but we have to take into account the environment as the other important factor.

That is the teacher's personality, motivation, the classroom, textbooks, equipment, materials, strategies and all that you, as a teacher, consider are important to help them in their learning process.

As said above, through our research we will visualize the influence of the methodological strategies used by the teacher for the development of the factors in the learning environment of the children specifically in listening skills.

In our research, we describe two innovative strategies such as shadowing and gestures. This study will help to strengthen the teaching of the English language to develop listening and speaking skills with them, thus promoting the improvement of educational quality.

1.3 Problem statement.

Children's minds develop rapidly when they are spoken, they are song and help is provided. For that reason, they learn easier than adults therefore, “children are believed to be more successful second language learners than adults” (Pinter, 2011). Children do not comprehend abstract ideas such as grammar since we cannot teach grammar rules or use writing or reading techniques with first-grade students, we have to depend on the imitation and listening in the same way that we all learn the mother tongue.

However, teachers are neither trained to teach children nor help them learn a foreign language. The methods and techniques we use and to which we are accustomed in our context, from Nicaragua in particular, are those to teach adults and the ways to work with children are still unknown by many, or we are just beginning to explore them, for example, in Nicaragua, there is not yet a university with a specialty for teacher training in what we know as Teaching English to young learners.

This lack of specialized training in teachers limits the ability to exploit the potential of children to learn languages at that age, thus children do not develop all communication skills.

Given the characteristics and advantages of shadowing and gestures, we want to test to what extent these techniques can help children to learn; taking into account listening and speaking skills as the best option for teaching the new language.

The students need to develop these abilities for effective communication; so to teach, teachers should implement different techniques that allow achieving the objectives set by the teacher.

1.4 Research questions.

For this research, we formulated the following questions.

1. What advantages do shadowing and gestures offer teachers help their students to develop listening and speaking skills?
2. How can teachers implement shadowing and gestures with first-grade children?

1.5 Structure of this thesis.

We have divided this paper into six chapters. The first part deals with introducing this research, the background problem statement and research questions. Chapter two analyzes the different concepts and theories of some authors who support our research. Chapter three begins by laying out the research design selected for this study. The information about the participants of this study, namely the population and sampling, selected and recapitulation of the data collection and data analysis. Chapter four presents the contextualization of the school, where this research was conducted. Besides, we describe the subject and general information about them. It is also an analysis of the discussion of the finding, according to the two questions of this investigation. Finally, Chapter five draws upon the entire thesis with a conclusion. At the same time, it is mentioned the significance of our research for education and finally, chapter six is concerned with some of the strengths and weaknesses during this process and recommendations for future research.

Chapter Two. Literature review.

Introduction

The main purpose of this chapter is to analyze the different concepts and theories of some authors who explain the meaning of listening and speaking as skills for English teaching and likewise, this second chapter reviews literature related to teaching English through shadowing and gestures to elementary students in first grade. We will explain the importance of listening and speaking skills through shadowing and gestures, advantages and how we can use them.

2.2.1 Teaching Listening.

Listening is an individual activity hidden in one's brain. The teaching and learning of listening require a proper understanding of how listening occurs; therefore, it is necessary to comprehend how listening happens could be taken out of students' private domain into the public space of the classroom. Thus, to achieve this understanding it is vital that "the focus of instruction changes from whether comprehension is achieved to how it is achieved" (Taylor de Caballero, 2015). Having said that, we can deduce that the teacher does not teach to listen since this is an activity within the brain of each individual; that the teacher does for the learning of the child, are different strategies and activities that call the attention of the child and allow him to adopt this ability to listen.

The learning achieved by the child will depend on the creativity of the teachers so that children could understand what the teacher wanted to transmit. If the teacher's interest is that the child remains receptive to what it is said, or only to listen from his intimate part of the brain.

This requires a lot of effort from the teacher to create the environment for the child's learning. In this sense, "teachers can help them appreciate the importance of strategies by including activities with a focus on their listening process" (Autumn, 2015). The teacher breaks the monotony through the strategies used for the development of each content and the child will know he is doing the right thing and that the aim can be reached by taking part in the activities that the teacher strategically suggests and enjoy learning.

For this, we will explain some important strategies for the development of listening skills to listen to first-grade children that could benefit the teacher at the time of the teaching.

2.2.2 Teaching Speaking.

Speaking and listening are fundamental pieces for the acquisition of a new language. Some scholars affirm that “listening skills are as important as speaking skills. We cannot communicate face to face unless they develop the two types of skills” (Anderson & Tonny Linch, 2003). From this point of view; speaking is not less important than listening; if we want children to develop speaking skills, we must start stimulating their listening skills.

The gesture is an effective strategy to help children to develop speaking skills. According to Baker (2013), teachers should encourage and support their students every time, and, if possible, the attitude and material used for teaching should apply to the students` needs and to their daily lives.

This strategy does not need the use of concrete material; but it also depends on the posture of the teachers, this refers not only to the position of their body if not as of their thoughts.

2.2.3 Shadowing.

Shadowing has become an effective technique for learning a new language. However, it was not intended to be a teaching technique to be used in regular schools, “shadowing was originally used for training interpreters. It is in the current decade that shadowing has captured language instructors’ attention and been incorporated into teaching a foreign language” (Hamada, 2018). This strategy was used to teach English as a second language. It is easy to apply in the classroom and allows you to know the language through sounds, phonemes and find the difference between words. This allows the child to repeat words even if they cannot read and use shadowing to improve listening. We have to take into account that:

Shadowing [is] a paced, parrot-style auditory tracking task, conducted with headphones. Rather than a passive activity, however, shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible while simultaneously listening (Hamada, 2018).

Children learn easily simple expressions, commands or rulers from which they listen, so it is important that the teacher encourages them to learn positively. Listen and repeat exercises create confidence and as teachers, we can help students to develop difficult sounds, say the sounds clearly and show them how the right sounds are.

According to Yo Hamada (2018), Shadowing can serve both as practice for listening and for speaking, depending of the level of the students or their necessities, if the student lacks sufficient phoneme can catch the sounds they are listening or if the student already has good phoneme perception skills, shadowing can be used as a speaking activity.

In this line of thought, it is possible to affirm that shadowing is an excellent way to assimilate grammar structures, especially with first graders who do not understand grammar and what they learn, they do so spontaneously, shadowing as strategy help them strengthen their knowledge in vocabulary and polish their pronunciations.

Shadowing comprises listening to a recording and repeating phrases aloud while you hear them. However, the use of shadowing has become widespread in different contexts and listening and repeating words by the same teacher without the need to be behind a screen or a mobile device, such as a cell phone or audio.

It is called shadowing because your voice follows the recording as a shadow follows a moving person or object. For instance, “when learners shadow the audio, they imitate the sounds, stress, pronunciation, and intonation of the audio, it helps to raise awareness on the way they speak; furthermore, they will produce more accurate sentences in terms of pronunciation” (Isaza, 2016). However, it is always important to keep in mind that children should not get used to only listening to their English teacher, so the use of shadowing will be much more beneficial if recordings of native teachers are used or even when the same teacher is recorded since it sounds deferential.

2.2.3.1. Significance of shadowing in teaching young students.

Listening and repeating is one of the best ways to teach children to recognize a language. This idea stems from “the notion that imitation of what children hear in their early years is what makes it possible for them to learn their mother tongue” (Krashen, S. D., & Terrel, T., 1998). The use of shadowing as a strategy for the development of learning allows the child to memorize words, pronounce them correctly, and most importantly, use words in context. In addition, different means can be used to make use of this strategy such as; repeat a song while it is playing, follow pieces of sentences in stories. Remembering that the teacher is the channel for the child to develop this listening skill through the correct use of this strategy.

Children learn as they feel entertained depending on the procedure that the teacher uses. According to Hamada (2018), shadowing is used more in the classroom to improve auditory quality. This benefits children's learning as the child collects different words and mentions them correctly with the help of the teacher besides correcting the mistakes that the child has when pronouncing.

2.2.4 Gesture.

In teaching a second or foreign language, it is known that the use of verbal and nonverbal communication can help teachers to transfer the message to the students. But for the purpose of this research, we will focus this work on one of the main elements of nonverbal communication, gestures. For Patroli (2013) “gestures are conscious movements which describe a richer meaning than what can be given by speech alone” (p.1). Even when teachers may be using gestures rather than words, from the position of students their brain represents those movements.

Gestures are important, especially when we talk about young learners, for example, here in Nicaragua, first-grade students at the beginning of the scholar year do not have knowledge of grammar.

The English teachers have to use the body and facial gestures to make kids understand simple commands or maybe new vocabulary. From this perspective Kendon (2004), argues that visible action including gesture can play a crucial role in the processes of interaction and communication, taking into account that children learn dynamically and enthusiastically and

this strategy attracts the attention of students since they are focused on every movement of the teacher.

The gesture is used in our research as a strategy for the development of speaking; we take as a reference that children for the first time are learning a new language and that teachers present their classes entirely in English. Considering this strategy as a technique in the development of the teaching process that will help to improve the understanding of the students.

Children relate the gestures with the words the teacher wants to teach. Teaching words is necessary to expand children's lexical range. It is a demanding task since many words, especially those that refer to abstract concepts, are difficult for learners in an initial stage; hence, "focusing on lexical acquisition [needs] the teacher's illustrative use of gesture [is] a key component in helping the student to understand the nuances of words as well as to facilitate the comprehension of new vocabulary" (G. Mccafferty & Stam, 2009). This allows us to recognize the benefits of using gestures for the development of classes and the importance of this when used to teach a second language within the classroom.

It should be mentioned that the gesture empowers developing the thinking and the ability to speak of a child through group dynamics. The pertinence of this strategy is because "gesture serves many linguistic functions including consciously enacted representations of our thoughts and less consciously ended illustrations of many of meaning" (G. Mccafferty & Stam, 2009). The child coordinates the gesture with the word that must be said correctly since this serves as a clue.

2.2.4.1. Significance of gestures in teaching young students.

Gestures are an essential part of our speech every time we speak; they help us by giving us an ample image of the words that we are explaining to someone else that is why "when people speak, they spontaneously gesture" (Macedonia, 2012). In the case of teaching young children, they consider these gestures as words, and that relationship helps them remember those words in their context, helping them increase their memory in comparison when they are just hearing the voice of the teacher.

Even better, it's the fact that one kid learns through gestures, then they can reproduce the language in their real-life with the same gestures that they were taught.

It is beneficial to know the importance and significance of each of these strategies to develop speaking skills in first-grade children, which will allow the teacher to develop teaching English in the classroom.

This research paper uses elements of the Total Physical Response (TPR) method, because of some characteristics of shadowing and gestures. Total Physical Response or TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor). (Richard, 2010). Gestures are related to the Total Physical Response Approach because it is performed through different dynamics and commands and the technique of which “consists of giving commands to students and have them actually act out what the teacher says, (Krashen & Terrel, 1998). In addition, gestures should be implemented to develop speaking skills in a creative and innovative way that motivates children to learn this language every day.

The theory of Vygotsky underpins our research , this theory underpins the notion that development and learning take place in a social context in a world full of other people who interact with the child from birth onwards (Cameron, 2010). The relevance of interaction with other people has inspired us to use shadowing and gestures, since these allow students to interact with each other and the teacher becomes the student's main helper, despite having the opportunity to learn from classmates.

Chapter three–Method.

Introduction.

This chapter describes the implemented method. It presents the selected research design for this study. It also provides information about the participants of this study, namely the population and sample and the data collection instruments and data analysis procedures.

3.1 Research Design.

The present study used a qualitative research design to get data through observation and interviews. We have chosen a qualitative approach because “some of the characteristics of qualitative research include taking place in a natural setting, using multiple methods that are interactive and humanistic” (Cambell, 2014). It supposes this method will allow us to hastily analyze the importance of listening and speaking skills describing the facts and behaviors observed in the class's development.

By using content analysis, we pretend to study. How can students develop listening and speaking skills through strategies such as shadowing and gesture? In particular, the participants of the study are an English teacher with the same opinion according to the importance with the use of strategies and students who provided information by themselves being used as a fundamental basis for our data analysis.

3.2 Population and sample.

We conducted this research in the morning shift at the school Sotero Rodriguez, a public school located, the urban area in the city of Estelí. The universe for this study was 219 girls and 200 boys for a total of 419 students in elementary school. The selected population was 104 students of first grade. The sample for this study was chosen by convenience According to Patton (2002), Convenience sampling can be defined as a group of individuals believed to represent the population from which it is selected, but chosen because it is close at hand rather than being randomly selected. The selection of the sample is at the convenience of the researcher.

For this research, we selected a classroom of first grade with a population of an English teacher and 32 students; with a total of 33. The sample was 5 students, selected by convenience.

3.3 Description of subjects.

We interviewed an English teacher. She works in four schools in Estelí. She teaches first and second grade at the schools, Sotero Rodríguez, Rubén Dario, Rosario, and Isidriillo. She has a bachelor's degree in a middle school teacher in English. She has an experience of two years working with kids in private schools and one year working for MINED. We interviewed five children between six and seven years old of first grade “A” of the morning shift.

3.4 Data collection.

For this study, we used two qualitative instruments for data collection. The selected instruments were: an observation guide and interviews. Once the interview and observation guide was applied to an English teacher and English learners, the collected data were analyzed and processed to get information.

3.4.1 Observation.

The observation was one instrument used in our research. We observed directly in the classroom because “in research, observation is intentional and systematic rather than casual and random. Although the classroom is frequently the object of observation, any situation can serve as a data-gathering scene for an observation” (Griffe, 2012). We could get appropriate and reliable data corresponding to behaviors, events, or situations to process objective information in this research paper.

3.4.2 Interview.

We can define an interview as “a face- to face encounter between a researcher asking a question and the respondent answering the question. The interview follows a line of questioning called a protocol and may vary from strict” (Griffe, 2012). In this sense, the interview was used to contrast what we were observing. In this case, the analysis of the observation and the answers of the participants, where we verify the different points of view of the participants and the results of our investigation.

Chapter Four. Analysis and Discussion.

Introduction.

Chapter Four analyzes the data that we collected. It describes the findings and discusses them in light of the concepts explained in Chapter two. We have organized the current chapter following the order of the proposed research questions. At the same time, it mentions the significance of our research for education.

What advantages do shadowing and gestures offer teachers help their students to develop listening and speaking skills?

The advantages of the strategies were measured by observing students' performance and interviews. As well, we interviewed five students and all of them answered that they liked the English class and they also mentioned that they would like to learn to speak English.

Regarding the interview with the teacher, she answered that she had heard about shadowing, therefore she used it in all the classes. Using shadowing by the teacher provides some direction to keep the child-focused.

When teachers applied activities where students listened and repeated words, children took part in the activities with motivation and enthusiasm. They repeated each word as the teacher said. They also practiced listening and repeating when they were singing the song; it's worth mentioning that the song strengthens the vocabulary and they learn it easier. We observed that the uses of these types of strategies helped students to interact with each other, and they learned as a team as scaffolding theory refers.

The teacher corrected when students mispronounced a word when they were performing the activities, and they felt comfortable when the teacher corrected them and they tried to do it in a better way, with the help of the teacher at all moments. For our investigation, that help provided by the teacher reduces factors that cause frustration in the students when they are afraid to speak.

From this point of view, using listening and repeating as a strategy is effective to know how the students pronounce or mispronounce a word and help them correct their mistakes and strengthen their speaking skills. To correct the mistakes in the students increase their confidence at the moment that they speak. That is one advantage that shadowing offers helping the students to get a better pronunciation.

Through the observation, we could see that the teacher uses gestures to teach, and children understood when the teacher used gestures and they did it. We could contrast it with the interview; in which she answered that she always uses gestures. The uses of gestures are of great significance for our research, since TPR-method asserts that children learn given commands and have them act out what the teacher says.

The teacher used gestures since the beginning of the class when she started with the song; she was singing and doing gestures and students were following her, doing the same. Sometimes children forgot the words or how to pronounce them and the teacher did the gesture and when the teacher touched her body part, they could remember the words. That was an advantage since the children were learning the vocabulary, not only listening to the words but also watching the movements of the teacher.

When the teacher used flashcards, she was not only explaining according to the drawing; she was also doing the movements to explain at the same time. The students also did the same when they performed the activity “touch your body parts’ classmate”. This allows us to recognize the benefits of using gestures for the development of classes, facilitating the comprehension of new vocabulary. That strategy is fundamental for our research. We could apply gestures only using lips gesture accompanied with flashcards and we could verify that lip gestures help the students to articulate each word.

The teacher replaced words with gestures instead of speaking Spanish. When children were working, they asked for the meaning of the words and the teacher used gestures instead to say them in Spanish and children understood perfectly when she did the gesture. The uses of gestures allow the teacher the use of the target language.

In the last question in the interview with the teacher, we asked her about the reaction of the students with the use of shadowing and gestures in the classroom. About this, she answered

that children reacted well; they followed the process instruction, and they got funny when they did it. The student's reaction during the observation process is related to scaffolding theory since the students were learning altogether.

We could contrast the above said with the observation, in which we could see that students enjoyed the class at all, using gestures and shadowing.

Having observed the integration of the students in using shadowing and gestures, we can deduce that both strategies are of great help to the students. These strategies can be used in any school, whether public, private, urban or rural; since it does not require any expense by the teachers and can only be applied with the material that MINED provides and the creative attitude of the teacher.

They are also strategies in which all the students can be included regardless of their abilities or disabilities. Regarding the second question, we found the following:

How can teachers implement shadowing and gestures with first-grade children?

When the teacher implemented shadowing in the classroom, she used the following steps:

The teacher uses the English language all the time. It was possible to observe that students understood when the teacher spoke. The teacher spoke since she entered the classroom, greeted them, and they responded in the same way. First, the teacher started with a warm-up. This activity usually included audio with a song that introduced the vocabulary that she was to teach. The students could identify the words when they were singing, and the teacher encouraged them to take part in the singing.

As we can see, the sequence used by the teacher on using the strategy promotes the use of the target language. Throughout the initial activities, English is at the center. Students are exposed to sound and gestures facilitating the comprehension of both known and new vocabulary, which confirms the functional nature of gestures in the classroom.

Another strategy was the use of flashcards to practice the vocabulary through listening and repeating. We observed that during this activity, all the students participated actively. She also used audio, with the vocabulary to be used in an exercise in the book. The activity was

listening and pointing. That activity was great for our research since the teacher applies to shadow, and the use of audios, taking into account that we always emphasize the use of audios of native speakers.

Whenever the teacher noticed problems related to pronunciation, she corrected the problem by asking them to listen to the audio again or pronounce the words. The teacher's action helps the student to correct their own mistakes and create confidence at the moment they speak.

When the teacher implemented gestures, she used the following steps:

First, when children were singing, the teacher was also doing gestures with her body and the students were repeating the action. Usually, the children pronounced the words as the teacher showed the flashcards. She explained the meaning through gestures. Then, the teacher applied a dynamic game named “touch to your classmates’ body part”. In this case, the teacher said the words and gestured the movements. As the children listened to the words, they followed the instructions. Finally, while they were working and especially when they asked for the meaning of the words in Spanish, she replaced the words with a gesture. They repeated the words until they fixed the problem. This activity reaffirms what we have described above that children learn best in groups playing without frustration levels.

The teacher encouraged children to take part actively in class, and they took part in a whole class. She also stimulated them with words and applause. Children were happy when the teacher applauded them, and especially when she drew a happy face in their notebooks. The motivation on the part of the teacher according to scaffolding theory; reduce factors that cause frustration.

According to the interview, the teacher answered that she likes to use gestures, audios, and music to develop listening and speaking skills. We also interviewed five students, and all of them answered that they liked to play with mimics with their teacher. They enjoyed listening and repeating the words in English. They emphasized that they practice this with their classmates. As scaffolding theory refers, the goal of the educator is to become a great student able to learn and help others, likewise learn as a team.

Reflections

The most relevant theory used in our research was scaffolding, based on the development of listening and speaking through shadowing and gestures, because of the relevance of team learning and child development through interaction with others.

Total Physical Response supports our strategies, which put forward teaching a second language, based on listening linked to physical activities which reinforce comprehension.

Our strategies have a positive grade of validity since these were successfully applied by the teacher, obtaining satisfactory results from the students as main actors and teachers as a fundamental guide in the development of the activities.

Chapter Five. Conclusions.

Listening and speaking are the most important skills in first-grade students. According to our data, the students could develop these skills through strategies as the ones we used. The strategies used during this process of research were very successful since the teacher helped the students to improve their knowledge through different strategies; taking into account the ages of the students and their levels.

During our observation we noticed that the teacher used shadowing and gestures, and the students reacted positively, participating in all the activities and enjoying the class at all.

This observation corroborates that using shadowing and gestures with students of first grade can yield positive results to develop listening and speaking skills. These results can be related to what Vygotsky suggested: “intelligence was better measured by what a child can do with skilled help.” (Cameron, 2011). From this point of view, children learn better with help.

For that reason, shadowing and gestures can assist teachers in their tasks to help their students in their learning process. Shadowing and gestures are helpful strategies that let students get involved in the class, improving their interaction with the teacher and with other students. This kind of interaction can also help to develop their knowledge.

In summary, we consider that researching new methodological strategies as shadowing and gestures; could be of great benefit of teaching the English language as a second language in first-grade children.

5.1 Significance for education.

For the realization of this research paper, the desire to help our students motivated us, since we are currently working as English teachers in primary education. From our perspective as teachers, we can say that our research is of great importance for teaching the English language because in first grade English is taught communicatively, in which the use of different strategies, such as shadowing and gestures are fundamental.

On the other hand, the importance of this research resides in the fact that, as it refers to the use of shadowing and gestures in primary education; this being a pilot project implemented

by MINED, in which teachers have needed developing new strategies for teaching a new language.

This research paper also provides new terms such as "Shadowing"; since many teachers practice it empirically, without having previous knowledge of that word.

In this research process, we learned different types of concepts and theories related to our daily work and also the importance of applying them in the classroom.

5.2 Limitations for this study.

This research has thrown up much information, thanks to the access we had to the school and also getting information from it. The availability of the teacher guide and students was clear all the time; so we achieved an effective implementation of the instruments. However, some limitations were presented in this research process.

One of the limitations in this process was the little time that we had at the university since the last semester was reduced. Compared to the previous semesters, there has been little time to investigate.

Another limitation was the few shadowing investigations. In Nicaragua, there are no investigations about shadowing and we could not find information at the university.

There are no investigations by different authors that differ or infer what Yo, Hamada has written. He is the principal author of research in shadowing; therefore, the only one cited in our research.

5.3. Recommendations for further research.

Considering these limitations, we recommend continuing with this unusual research topic, shadowing and gestures, because they are a great educational help for children to help them develop listening and speaking skills, considering the new project to teach children in elementary schools.

It is recommendable to go deeper into the different types of shadowing and gestures, being more specific as for the most concerned gestures and shadowing for children according to their levels.

Perform more observations in the classroom to analyze the use of the strategies and how the students react to them.

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ANEXOS



Universidad Nacional Autónoma de Nicaragua.

UNAN-Managua.

Facultad Regional Multidisciplinaria.

FAREM-Estelí

Teacher interview

This research is about, how students can develop listening and speaking skills through strategies like shadowing and gesture;

The main objective is to elicit data to analyze the importance of listening and speaking skills in teaching the English language with students of first grade.

We will appreciate your time to collaborate with us.

Questions

What's your name?

1. How has been your experience as an English teacher?

2. Do you like to teach children? If yes, Why?

3. Do you think is important to use strategies to develop listening and speaking skills in children? Why?

4. Which are the strategies that help you to make easier the teaching English process?

5. Have you ever used gestures to develop speaking skills? If yes, explain how?

6. Shadowing is a strategic focus in listen and repeat. Have you ever heard about that?

Yes _____

No _____

7. Have you ever used shadowing to develop listening skills? If yes, explain how?

8. How have children reacted to the use of shadowing and gestures strategies in the classroom?



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FAREM-Esteli

Student's interview

Como estudiantes de la carrera de inglés nos preocupamos por el aprendizaje de los niños. Por esta razón te realizaremos unas preguntas, con el objetivo de conocer un poco acerca de la clase de inglés; así como tu integración por medio de las actividades que realiza tú maestra.

Te agradeceríamos tu colaboración al responder las siguientes preguntas.

¿Cuál es tu nombre?

1. ¿Qué te gustaría ser cuando seas adulto?

2. ¿Cuál es tu clase favorita? ¿Por qué?

3. ¿Te gusta la clase de inglés? ¿Por qué?

4. ¿Te gustaría aprender a hablar inglés? ¿Por qué?

5. ¿Te gusta jugar a las mímicas con tu maestra en la clase de inglés? ¿por qué?

6. ¿Practicas gestos con tus compañeros en la clase de inglés? ¿Te gusta hacerlo, por qué?

7. ¿Entiendes cuando tú maestra habla en inglés?

8. ¿Te gusta escuchar y repetir las palabras en inglés que dice tu maestra? ¿Por qué?



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FAREM-Estelí

Observation Guide

I. General information

Name of the center: _____

Modality: _____

Address of the center _____

Department: _____ Municipality: _____ date: _____

II. Objective

Observe the development of the English class with first graders at Sotero Rodriguez School in the city of Estelí.

NO	Aspects	Yes	No	Students reaction
1	Teacher uses English language all the time.			
2	Teacher performs warm -up activities.			
3	Teacher uses activities where students listen and repeat words.			
4	Teacher corrects students when they mispronounce one word.			
5	Teacher helps children who do not have self-confidence.			.
6	Teacher uses gestures to teach.			

7	Teacher replaces words with gestures instead of speaking Spanish.			
8	Children understand when teacher uses gestures.			
9	Teacher encourages children to participate actively in class.			
10	Teacher stimulates children with words and applauses.			



In this activity, the children touch their body parts according to the song “head and shoulders”.



Speaker and students' book used in the class.



Activity developed with the textbook. Listen and point



Observation guide and interviews to the students.