# Employing Mimicry Method with Audiovisual Material to Improve ESL Online Students' Speaking Skills

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## Proposal Presentation

The current proposal is conducted at the Universidad Nacional Abierta y a Distancia – UNAD, and it developed over the course of five chapters, organized as follows:

Right at the outset, the following pages address the general presentation of the project and its core foundation, which encompasses this project's introduction, justification, and objectives.

Subsequently, the second first showcases everything related to the institutional observation report, a broad and detailed description of UNAD's corporate, administrative, political, organizational, pedagogical, and methodological attributes and features.

Hereunder, the second chapter deals with pedagogical and research component of this proposal. It delves into substantiating theoretical and literature grounding, unveiling every possible outcome during its execution and resolution under the application of suited instruments and collected data analysis.

Further, the third chapter alludes to the outreach component, corresponding to practical encounters with the child population, aiming to reinforce reading and writing skills through gamified e-learning environments.

At last, the fourth and final chapter registers information related to intra-institutional activities held during this project's appliance with the accompaniment and support of the pre-service teacher in charge.

## Introduction

Over the course of the years, mastering more than one language has become essential to overcome potential hurdles that may disrupt political, economic, energetic, technologic, scientific, medical, and social development all over the world. Thus, English serves as a crucial connecting bridge in such globalized era, as it aids to ease communication between people and institutions.

Today's world is mediated by globalized principles and relations shared by every nation and culture. Regarding (Shrishthy, 2023, pág. 116) statement about the importance of English for global understanding and education, this has been placed over these concepts, as a lingua franca in terms of global issues such as communication, business, scientific research, entertainment, tourism, and education. Thereby, at the present time, English is installed in almost every governmental and administrative development plan of most countries, reaching all political, social and educational levels and broadening progress horizons. Hence, teaching and learning English turns vital in terms of individual and collective growth, taking into account the great importance and impact of communicative competences when performing in scientific, politic, social, academic and professional environments.

In addition, it is believed that technology has evolved English teaching and learning process in several aspects. As (Alqahtani Mofareh, 2019, pág. 169) affirms, the integration of modern technology is vital for English language teaching, especially in light of rapid advancements across various fields. Embracing tools like computers, multimedia devices, mobile phones, audio/visual software, and social media is crucial for optimizing instruction and enabling teachers to effectively connect with language learners in the classroom.

In the same light, it is widely acknowledged that online English teaching and learning facilitates access to diverse resources; enables personalized learning experiences; enhances students' engagement and motivation through interactive and collaborative platform; promotes authentic language use and cultural understanding: fosters 21st-century skills development; ensures inclusivity and accessibility; supports teachers' professional development and practical unfolding; and drives ongoing research and innovation in the field. By leveraging technology, educators may create dynamic and effective learning environments to prepare students for success in the so mentioned globalized and digitally connected world.

Finally, in terms of the use of the mimic method to learn, practice, and improve ESL teaching and learning, investigated the potential of mimicry as a strategy to enhance vocabulary acquisition in English language learning. Their findings suggest that mimicry goes beyond simply imitating sounds. It tackles the psychological hurdles learners face, such as pronunciation anxieties and the affective filter, which can hinder vocabulary acquisition. By incorporating mimicry, the classroom environment becomes more positive, fostering empathy and integration among students. Moreover, mimicry offers a unique pedagogical tool. Educators can prioritize teaching suprasegmentals – elements like rhythm and intonation – before introducing vowels, stress patterns, and phrasing. This sequential approach is believed to aid learners in internalizing the various aspects of spoken language more effectively. Thus, over the course of the years, and different studies in the field of teaching and learning foreign languages, this method has proven to be an effective means to obtain an overall improvement of the aforementioned aspects, especially in terms of speaking skills development.

In consequence, the combination of all the aforementioned concepts and aspects results on a substantial idea of how to duly engage with present means to develop the process of

teaching and learning English as a second or as a foreign language, specially, in the nature of the current proposal, in educational institutes routed to offer this subject at a virtually mediated and assessed academic environment, as it is the Universidad Nacional Abierta y a Distancia - UNAD.

**Justification**

The implementation of the mimicry method along with the integration of audiovisual material within e-learning environments for English as a Second Language (ESL) students, presents a compelling avenue for enhancing oral utterances. As language mastery becomes increasingly crucial for global communication and development across various sectors, English serves as a pivotal medium for facilitating interactions between individuals and institutions.

With the pervasive influence of English evident in diverse domains such as politics, economics, science, and education, the need for effective English language instruction becomes paramount. Moreover, technological advancements have revolutionized the teaching and learning landscape, offering opportunities to optimize instruction and engage students through multimedia platforms.

Recognizing the potential of audiovisual materials to reinforce oral language skills, particularly in virtual educational settings like Universidad Nacional Abierta y a Distancia (UNAD), this study aims to explore the efficacy of integrating such materials in reinforcing the oral production of five ESL students at different semester levels from UNAD's Bachelor in Foreign Languages with Emphasis in English Degree.

## General Objective

To determine the impact of integrating the mimicry method with audiovisual material on the development of UNAD's bachelor in foreign languages with emphasis in English degree students' speaking skills.

## Specific Objectives

- To explore UNAD's bachelor in foreign languages with emphasis in English degree students' perceptions of the implementation of the Mimicry Method with audiovisual material.
- To analyze the influence of the mimicry method on the fluency of UNAD's bachelor in foreign languages with emphasis in English degree students.
- To assess the effectiveness of implementing the mimicry method with audiovisual material on UNAD's bachelor in foreign languages with emphasis in English degree students' speaking skills.

# Chapter I – Institutional Observation and Diagnosis

## 1.1 Set-Up and Preparation of the Field Work

### *a. Development of a Guide of Activities for the Organization of Work*

**- Field reconnaissance.** The Universidad Nacional Abierta y a Distancia - UNAD is an autonomous university entity of the national order, with a special regime under the terms of the Constitution and the law; with legal status; academic, administrative, budgetary, contractual and financial autonomy; and independent assets; therefore, it does not belong to any of the branches of government; with the capacity to govern itself and appoint its directors, and linked to the Ministry of National Education.

**- Terrain characterization.** The Universidad Nacional Abierta y a Distancia (UNAD) fulfills six substantive responsibilities: training, research, social projection, internationalization, inclusion and innovation.

**- Historical review**

The Universidad Nacional Abierta y a Distancia, (UNAD) is an educational project that was born under the name of Unidad Universitaria del Sur de Bogotá, UNISUR during the government of Belisario Betancur.

It was created by Law 52 of 1981 as a national public institution under the Ministry of National Education and transformed by the Congress of the Republic through Law 396 of August 5, 1997 into the National Open and Distance University UNAD.

It was created with the purpose of designing and implementing academic programs with the pedagogical strategy of distance education, which were relevant to local, regional, national and international needs and in accordance with the challenges and demands of a democratic,

participatory and dynamic society related to scientific, social and cultural models that contextualize the XXI century.

Since its inception in April 1982, the University has been characterized by its commitment to communities and populations that have not had access to technical, socio-humanistic and community training. Also, for its contribution to the recovery of social fabric, the generation of work spaces and training for citizen participation.

**- Pamplona headquarters**

In 1985, UNAD establishes CEAD Pamplona as an operational unit under CREAD Pamplona, directed by Dr. Hernán Correa. The center began to offer its services in the ISER facilities, with an initial promotion of 25 students in Business Administration and Engineering programs, mostly from the Southwestern Province in Norte de Santander.

Throughout its history, CEAD Pamplona has operated in various parts of the city. It remained at ISER until 1994, and then Dr. Guido Franco Burbano became its director for more than 20 years. In 1994, the center moved to Colegio Provincial San José, then to a house on Calle 5 # 2-45 until December 1997, and from January 1998 until May 2003, it was located in the facilities currently occupied by DIAN in Pamplona (Carrera 5 # 3-94).

As of October 2013, thanks to the support of the rector Jaime Alberto Leal Afanador and the Superior Council of UNAD, it acquired and adapted its own headquarters at Calle 5 # 3-05, in memory of Dr. Guido Franco Burbano Erazo. This building became the first Virtual Community Care Center (CCAV) in the Central East Zone, equipped with state-of-the-art technology.

**- National coverage**

The Universidad Nacional a Distancia - UNAD counts with more than 65 branches all over the territory, divided into three administrative headquarters and eight branches in its Central Zone Node in Bogotá, seven branches in its Amazon and Orinoco Zone Node, nine branches in its Central-Boyacá Zone Node, ten branches in its Caribbean Zone Node, seven branches in its Central East Zone Node, seven branches in its South Central Zone Node, five branches in its West Zone Node, and ten branches in its South Zone Node; higher education programs, including twenty one technological, thirty two professional, sixteen specializations and twenty master's degree programs; and more than 200500 students.

**- Mission**

The National Open and Distance University (UNAD) has as its mission to contribute to education for all through the open modality, distance and virtual learning environments, through pedagogical action, social projection, regional development and community action, inclusion, solidarity, research, internationalization and innovation in all its expressions, with the intensive use of technologies, particularly information and communications to promote and accompany autonomous, meaningful and collaborative learning, generator of culture and entrepreneurial spirit that within the framework of the global society and knowledge, propitiates sustainable economic, social and human development of local, regional and global communities with quality, efficiency and social equity.

**- Vision**

The National Open and Distance University (UNAD) is projected as a leading organization in open and distance education and virtual learning environments, recognized nationally and internationally for its innovative quality, the relevance of its educational offerings

and services, and for the commitment of its academic community to integral human development and eco-sustainable management of local, regional and global communities, and for its contribution to this purpose.

**- Institutional objectives**

- To develop integral formation processes, taking into account ethical, humanistic and scientific aspects, promoting the construction of a critical-reflective conscience.
- To promote the development of the investigative spirit to provide pertinent solutions to the problems of local and global contexts.
- Encourage the design and development of a flexible, open, pertinent curriculum that facilitates access to basic and secondary education for marginalized and vulnerable populations.
- Incorporate new pedagogical conceptions and practices to signify integral formative processes through meaningful learning that facilitates student metacognition and fosters understanding of their being and doing in society.
- Dynamize the self-learning process, based on the institutional experience of UNAD regarding the distance education strategy and the use of new Information and Communication Technologies - ICT.
- To experiment curricular and pedagogical innovations to meet the basic needs of the people and the region where the program is offered.
- Generate critical spirit to the student population of the middle level to expand the demand for formal programs of UNAD.

**- Institutional symbols**

***Logo***




*Figure 1. UNAD's Institutional Logo*

***Flag***. The flag is the representative symbol within the institutional, local, regional, national and international scope of any institution, therefore it is essential to perform any protocol act.

The flag of UNAD is described as a rectangle with three horizontal stripes, with blue at the top, orange in the middle and yellow below and on it appears the embroidered logo. The flag is made of fine double-sided satin.




*Figure 2. UNAD's Institutional Flag*

## 1.2 Documentary Analysis

### *1.1.1 Administrative level*

#### a. Institutional PEI - "Modelo Pedagógico Unadista" MPU

The Unadista Pedagogical Model uses e-learning as a foundation to guide and inform educators. This model encourages a deliberate, planned, and interconnected approach to course design and educational philosophy. It draws on social constructivism, critical social theory, and contextual ecology to emphasize interaction, collaborative learning, and alignment with institutional goals.

The model recognizes the power of e-learning for communication, interaction, and knowledge construction through technology-mediated information management. It also sees e-learning as a tool for building networks for learning, collaboration, and research that impact educational practices.

The model defines specific concepts related to universities, open education, distance learning, and virtual learning environments. These definitions reshape traditional views of teaching, learning, curriculum, instruction, learning environments, and assessment. The student is central to this model, with a focus on knowledge construction through nine key dimensions that ensure a successful learning journey.




*Figure 3. Unadista Pedagogical Model Supported by e-learning. Source: UNAD-Rectory 2013*

-***MPU's Dimensions***. The e-MPU model outlines a framework for online education with nine key dimensions:

- e-Curriculum: This refers to the course design itself. It uses information and communication technologies (ICT) to create communication channels between different disciplines, communities, and real-world situations. The focus is on using and sharing information to build and transform knowledge, addressing current social and educational demands.
- e-Mediator: This encompasses everyone involved in supporting the learning process. These individuals (e.g., instructors, mentors) use ICT to enhance student learning in various educational programs, both formal and ongoing. Their roles

include providing guidance, feedback, and support for independent, meaningful, and collaborative learning.

- e-Media: These are the digital resources used to design learning experiences. They are particularly important in distance education, as they help manage course content, facilitate interaction, and supplement knowledge building with practical activities and assessments.
- e-Mediations: These are pedagogical strategies that provide ongoing support throughout the learning process. They are aligned with the disciplinary nature of the course and the overall curriculum goals. They combine methods, strategies, and technological resources to facilitate and promote knowledge construction through interaction and engagement.
- e-Evaluation: This refers to the assessment process. It's a continuous and dynamic approach designed to guide improvements in learning experiences and student success. Evaluation aims to measure student competence and understanding of the course material, while also serving as an indicator of the overall quality of the program.
- e-Community: This describes the online learning environment where students and educators interact. It goes beyond the classroom, fostering networks that contribute to regional development and community engagement. The model emphasizes the university's commitment to building these connections.
- e-Research: This dimension focuses on promoting a culture of research within the online learning environment. It encourages students and faculty to explore new

information across various media and technologies, fostering collaboration and research networks that contribute to ongoing knowledge creation.

- e-Wellbeing: This refers to the support services offered to students to enhance their overall learning experience. These services, provided by a dedicated unit, promote student well-being and quality of life throughout their educational journey.
- e-Quality: This dimension reflects the program's commitment to providing a high-quality online education. It emphasizes the importance of student satisfaction and ensures that the services offered, including online resources, synchronous and asynchronous support, and various activities, meet the expectations of students who choose this program.

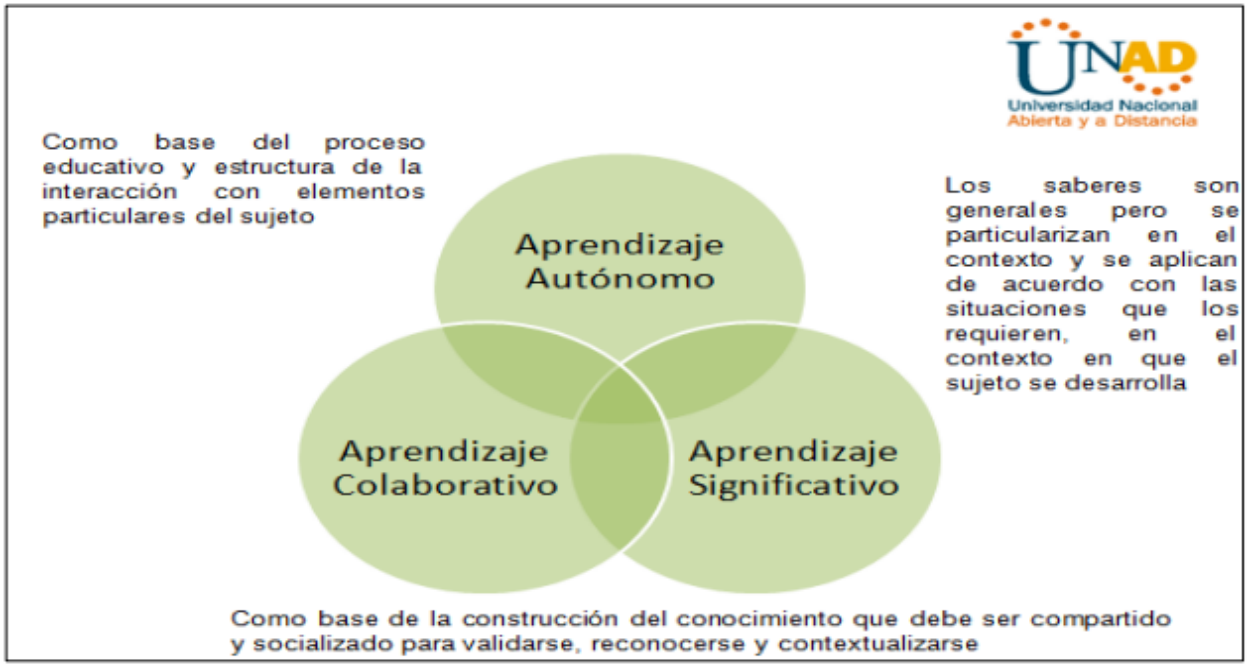



*Figure 4. Interacción del aprendizaje en el Modelo Pedagógico Unadista. Fuente: UNAD-VIACI (2011)*

***-The curriculum organization at UNAD***. UNAD structures its educational programs using a three-tiered curriculum: macro, meso, and micro. These levels work together to ensure students receive a well-rounded education.

- The **macro-curriculum** outlines UNAD's overall educational philosophy. It defines the kind of person UNAD aims to graduate and the type of society it wants to contribute to. This broad framework is divided into four areas of study: Unadista welcome and integration, common foundational courses across disciplines, discipline-specific courses, and complementary courses for well-rounded development.
- The **meso-curriculum** takes the macro-curriculum and applies it to specific programs. This is where program designers create the curriculum grid, which outlines the sequence of courses students will take. Different "training routes" may be offered within a program to cater to specific specializations.
- The **micro-curriculum** delves into the details of individual courses. It translates the pedagogical model (UNAD's approach to teaching and learning) into specific lesson plans and activities for each course within a program. This document will focus on the micro-curricular level, providing a closer look at how individual courses are designed and delivered.




*Figure 5. La organización curricular en la UNAD*

***-Micro-curriculum development level.*** According to Article 2 of Agreement 001 of February 14, 2013, which regulates the curricular guidelines for the design of undergraduate, technological, professional, and postgraduate programs at UNAD, the micro-curriculum is defined as "the interaction of the dimensions of the pedagogical model that materializes UNAD's didactic approach, oriented towards the consolidation of meaningful, collaborative, and autonomous learning processes."

To establish common references on the general frameworks that configure UNAD's micro-curricular designs, it is important to mention that it is an academic course:

- **The academic course**: Constitutes the structural unit of training, is an essential part of the curricular structure, and constitutes the pedagogical and didactic unit that articulates learning and training.

***-Characteristics of the UNAD micro-curriculum*:**

The micro-curricular construction level has four characteristics, as can be seen in the following figure:




**b. Organizational Structure and Organization Chart**

UNAD has four strategic systems:

*Figure 6. Characteristics of the UNAD Micro-Curriculum. Source: VIACI, 2016*

***- University high policy system***. It is the high government of the university and responsible for the definition and formulation of institutional policies and plans. It is made up of:

- University Superior Council
- Academic Council
- Rector's Office

They guide the strategic development of the University, through the formulation and definition of policies for the fulfillment of the substantive responsibilities and holistic sustainability of the institution, in accordance with the provisions of this statute and the law.

***- Mission system.*** These are the units in charge of energizing the raison of being of unadista as expressed in each of the substantive responsibilities. It manages the policies that

correspond to it, as well as the design, direction and evaluation of macro-projects, programs and projects that guide the strategic action of the functional and operational systems, in coherence with the guidelines of the High Policy System, the Institutional Development Plan and the guiding guidelines.

It is made up of:

- Academic and Research Vice-Rectory.
- Vice Rector's Office for Social Inclusion for Regional Development and Community Outreach.
- Vice Rector's Office for Media and Pedagogical Mediations
- Vice Rector's Office for Innovation and Entrepreneurship
- Office of the Vice Rector for Inter-systemic and International Relations
- Office of the Vice-Rector for Services to Applicants, Students and Graduates

- ***Functional system.*** It corresponds to that whose responsibilities and strategies are aimed at generating the support required to strengthen the mission, ensuring sustainability, modernization and quality in the institutional meta-systemic model, through technical management, control, provision of resources and monitoring of the holistic management of the University. It is integrated by the units of the General Secretariat, the Management and the Advisory Offices:

- General Secretariat
- Administrative and Financial Management
- Management of Quality and Organizational Improvement
- Physical Infrastructure Management

- Management of Technological Platforms and Infrastructure

**- *Operational system***. Units whose responsibilities are aimed at the coordination and execution of strategic actions to guarantee the quality and relevance of the educational service, to ensure the permanent improvement of the training and research processes, and to contribute to the projects and programs of social projection, inclusion, internationalization and innovation that the University places at the service of fundamental actors such as students, teachers, alumni and communities. The units attached to the operational system are: the schools and their councils, the special academic units and their committees, the zonal units and their nodes, their centers and committees, as well as the international sectional units.

- School of Administrative, Accounting, Economics and Business Sciences - ECACEN
- School of Agricultural, Livestock and Environmental Sciences - ECAPMA
- School of Basic Sciences, Technology and Engineering - ECBTI
- School of Education Sciences - ECEDU
- School of Social Sciences, Arts and Humanities - ECSAH
- School of Health Sciences - ECISA
- School of Legal and Political Sciences - ECJP
- Virtual Institute of Languages
- Professional Technical Institute – ITP

***- Other academic units of interest***

- Library
- Editorial Label
- Research
- Training of trainers

- Literacy, elementary and high school
- Virtual Institute of Languages - INVIL
- Professional Technical Institute - ITP
- Grades
- Saber PRO - T&T
- Registration and control
- National Laboratory System
- Diplomas or courses of National Offer – SINEC

***- Organizational Chart***

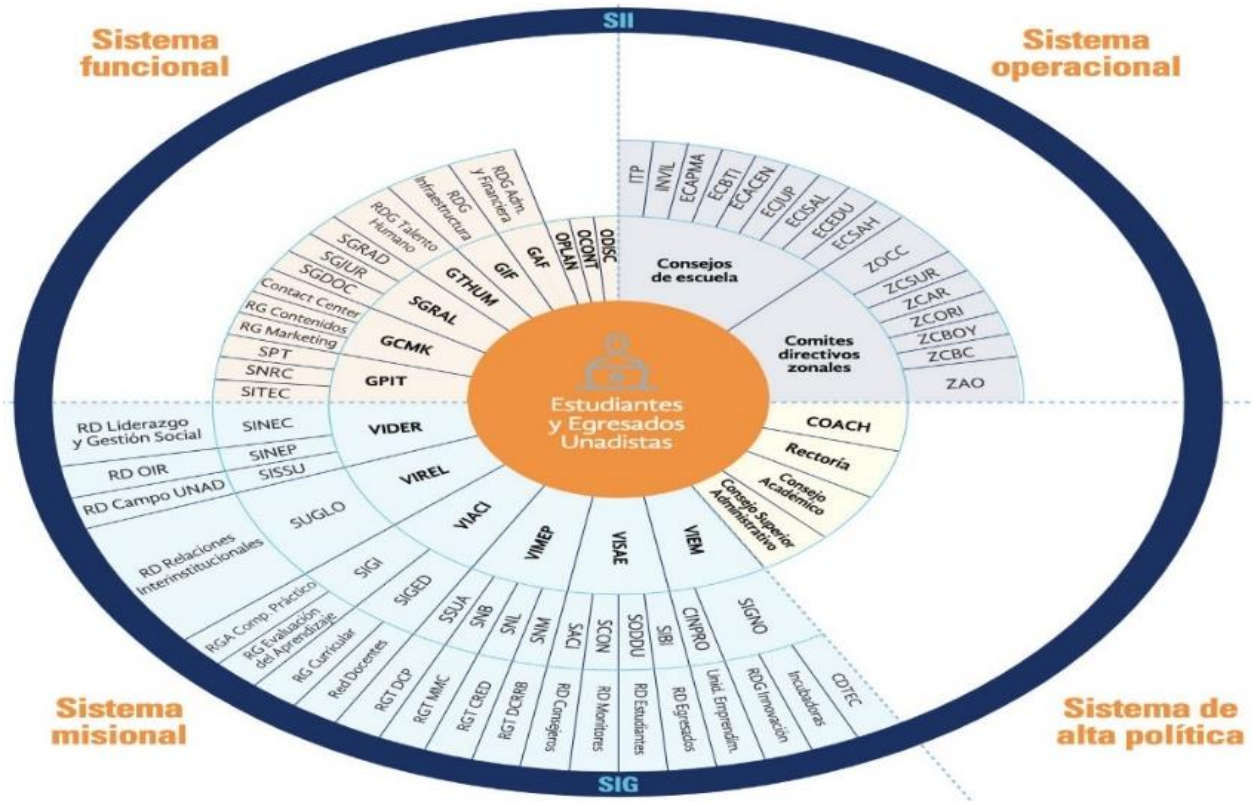



*Figure 7. UNAD's Institutional Organizational Chart*

***c. Literacy, Basic and Secondary Education Program for Youth and Adults.***

The Universidad Nacional a Distancia -UNAD- seeks to respond to the needs of the Colombian population, offering the program of Literacy, Basic and High School Education for

Youth and Adults, within the reach of populations with diverse conditions, some of them: geographic location, ethnic condition, age, disability condition, health situations, labor condition, high performance athletes, people with diverse abilities.

The training intentions of the courses that are part of the curricula of the program offer cycles seek in their students the development of competencies: citizenship, social, solidarity, communication, digital, for the integral development, self-management and autonomy to regulate the learning process, personal and family growth, as a significant contribution to the improvement of their quality of life and the communities around them.

***- Program objectives according to normative principles***

- To offer an inclusive program in access to education.
- Promote a problematizing, critical, reflective and meaningful educational experience for the transformation of social reality.
- Contribute to the educational action, enhancing knowledge, new ways of seeing, feeling and decision making in the face of the new challenges present in the dynamics that not only require us to overcome the conditions of vulnerability of people and their communities, but also to be part of innovative, scientific and investigative actions.
- To incorporate the new pedagogical conceptions and practices to mean integral formative processes that dynamize the process of self-management learning through the use of new information and communication technologies.
- Promote the design and development of a flexible, open and pertinent curriculum that facilitates access to education for marginalized, vulnerable and diverse populations.

**d. Rulebook**

Is the norm that regulates the student's own relations and interactions with the University; it specifies its role with other educational actors in the framework of open and distance education. It also orients the student for his performance in the multi-contexts where the University develops its educational action.

***- Rulebook's Objectives***

- Establish the norms and procedures that must be observed between the institution and its students in order to comply with the institutional mission, purposes and functions.
- Establish the fundamental processes that regulate and guarantee the integral formation of the student within the distance education modality.
- Contribute to the generation of academic spaces that guarantee respect for autonomy, freedom of opinion, the right of expression and learning, within the formative process promulgated by the Academic Pedagogical Project (PAPS).
- Facilitate student relations with the institution within the conditions of mutual respect, equity, harmonious coexistence, responsibility and the rights and duties provided in these regulations.

***- Educational Levels and Educational Cycles*.** In order to guarantee the fulfillment of its institutional principles and the mission mandate of education for all, UNAD exercises its formative responsibility through academic programs and courses at all levels and educational cycles, in compliance with the regulations in force in the different contexts where it carries out its educational activities.

- ***Application Field***. This regulation applies in any of the circumstances derived from the institution-student relationship, in the levels and cycles established in the current regulations.

**e. Ministry of National Education Guidelines Adopted by UNAD**

The Universidad Nacional Abierta y a Distancia operates under the following guidelines dictated by the Ministry of National Education:

***- Laws***

- Law 030 of 1992
- Law 396 of 1997

***- Decrees***

- Decree 2770 of 2006
- Decree 1075 of 2015

***- Statutes***

- General Statute
- Budgetary and Financial Statute
- Organizational Statute
- Procurement Statute

***- Manuals***

- Procurement Processes and Procedures Manual

***- Content***

- General Student Regulations
- Academic Council Regulations

-Agreement No. 006 of May 28, 2014

-Agreement No. 007 of July 1, 2014

-Agreement No. 054 of September 22, 2016

-Agreement No. 065 of December 7, 2016

-Agreement No. 082 of September 4, 2020

***- Superior Council Modifications***

-Agreement No. 018 of November 20, 2015

-Agreement No. 016 of May 22, 2020

-Agreement No. 031 of August 25, 2020

-Agreement No. 025 of August 29, 2023

***- Other Statutes and Regulations***

- Teaching Statute
- Administrative Personnel Statute
- Academic Statute
- Research Regulations
- University Welfare Regulations
- Internal Portfolio Regulations
- Social Outreach and University Extension Statute
- Intellectual Property Statute
- Innovation Policy

***- Events***

- Academic Forum
- Student Forum

***- Link to Official Journal or Gazette***

- Single System of Normative Information – SUIN

**f. UNAD Institutional Guidelines**

***- Student regulations of the Universidad Nacional Abierta y a Distancia (UNAD)***

In this section, you will find key information about the rules and regulations that govern the academic experience and behavior of our students.

UNAD is committed to offering quality education in an environment that promotes respect, ethics, and commitment to learning. Their student regulations aim to guarantee harmonious coexistence and compliance with the academic, ethical, and legal principles that underpin UNAD's educational community.

***- Institutional Agenda***

- General Statute
- Teaching Statute
- Institutional Welfare Statute
- Procurement Statute
- Student Regulations

***- Institutional policies of the Universidad Nacional Abierta y a Distancia (UNAD)***

In this section, its presented fundamental information about the policies that guide UNAD's operations and values in crucial areas for their institution.

The institutional main institutional policies are:

- Transparency Policy, Code of Ethics and/or Good Governance
- Public Communication Policy
- Policy and Objectives of the Integrated Management System
- UNAD Participatory Planning Policy Formulation
- Privacy Policy
- Reference Framework Policies for the Information Security Management System
- Digital Security and Information Security Policy
- Copyright Policy or Statute
- Web Accessibility and Regulatory Compliance Certificate

### *1.1.2 Pedagogical Level*

#### a. English Area Planning

Regarding the virtual nature of UNAD's academic operational system, the planning of the English area is in charge of the head of each academic offer: the bachelor in foreign languages with major in English, and the languages virtual institute. In both cases, after its completion, the director organizes the school year planning and shares it with the rest of the rest of the faculty. No other university staff is involved in this task.

#### b. Pedagogical Resources Available

In the case of UNAD's pedagogical resources, they are completely technological. Hence, they will be detailed thereafter in the Institution's Technological Level segment.

**c. Syllabus**

***- General***

Serves as a blueprint for planning, designing, developing, and evaluating the micro-curricula of UNAD's academic programs. It outlines the teaching approach in a systematic and well-organized manner, essentially detailing how students engage with and build knowledge within a specific course framework. This framework aligns with the UNAD Pedagogical Model, supported by e-learning (e-MPU).

The guide consists of several key components, defined by the course leader and their network of instructors within the academic structure:

- Course Identification
- Learning Objectives
- Course Content Learning Strategies
- Course Activities
- Instructor Support Strategies
- Course Evaluation Plan

Developing the Guide Requires Considering:

- **Course Identification Details:** Here, general information about the course is presented, including its description, the field of study it aligns with, the relevant Problematic Nucleus (NP), and the main topics that will be covered. For completing this section, consider including the following:
  - School or Department
  - Acronym

- Level

- **Field of Study.** Aims for the holistic development of students by integrating disciplinary training with training for professional performance.

- **Course Types:**

  - **Theoretical Courses:** These courses emphasize factual knowledge and involve pedagogical and didactic development in essential concepts that enable students to understand and master specific content within a training area.

  - **Practical Courses:** These courses emphasize practical skills and, by their nature, encourage the application of theories, concepts, and procedures in simulated and real-world scenarios. Their pedagogical and didactic development involves presenting specific scenarios for applying the knowledge and skills relevant to the training area.

  - **Methodological Courses:** These courses emphasize procedural knowledge and delve deeper into the relationship between theory and practice. Their pedagogical and didactic development focuses on teaching processes, procedures, techniques, methods, and methodologies that students need to understand and apply the specific knowledge relevant to a disciplinary field.

  - **Recontextualizing Courses:** These courses emphasize the integration of factual knowledge and procedural skills applied for action in specific contexts. The aim is to conduct cutting-edge research and produce new

knowledge in disciplinary, transdisciplinary, multidisciplinary, and interdisciplinary areas. Additionally, these courses may explore the latest advancements, future prospects of themes and problems with a theoretical or methodological nature, and the implementation of research and innovation processes.

- **Number of Credits:** As per MEN decree 1075 of 2015, academic credits act as a unit of measurement for academic work, encompassing all activities within the curriculum that students must complete. One academic credit is equivalent to forty-eight (48) hours of academic work for the student, including 16 hours of direct instructor support and 32 hours of independent work that the student dedicates to completing study activities, practices, or others necessary to achieve learning goals. Following this, each course in UNAD will have the same number of credits as units it has. For example, a 3-unit course will be worth 3 credits, and a 1-unit course will be worth 1 credit.

***- Bachelor in Foreign Languages with emphasis in English***

The curricular plan of the Bachelor's Degree in Foreign Languages with an Emphasis in English presents a comprehensive and diverse structure aimed at training competent professionals committed to language teaching, integrating theoretical and practical aspects for holistic education.

**- Academic credit system**

This system focuses on the academic work done by the student based on his or her own learning processes. One credit has 48 hours of academic work and includes independent study, collaborative work and hours of tutorial support.

- The programs, as well as the courses, are made up of academic credits and enrollment is done through this system.
- Students entering the first period of an undergraduate academic program must register for a minimum of 14 academic credits and a maximum of 21 academic credits, and those entering the second period must register for a minimum of 10 academic credits and a maximum of 21 academic credits. In this way, the tuition fee will depend on the number of credits enrolled.
- For all graduate programs, between 6 and 12 academic credits may be enrolled.
- In both 16 and 8-week periods, students may advance studies and register a certain number of credits, which will also be reflected in the tuition fee.
- The enrollment of credits must take into account the availability of time, financial resources and academic performance.

**- Program Structure.** The Bachelor's Degree in Foreign Languages with an Emphasis in English program consists of a variety of core and elective courses covering areas such as language teaching, pedagogy, educational research, and teacher professional development.

- Courses include subjects like Ethics and Citizenship, Communicative Competences, Introduction to the Bachelor's Degree in Foreign Languages, English Literature, Teaching English for Specific Purposes, among others.

**- Additional Components**

- In addition to the specific program courses, additional components are highlighted such as Unadista Social Service, Digital Tools for Knowledge Management, Logical and Mathematical Thinking, Epistemology and History of Pedagogy, among others.
- These complementary components enrich the student's education in areas such as social responsibility, educational technology use, critical thinking, and pedagogical research.

**- Pedagogical Practice.**

- A "Pedagogical Practice Route" is mentioned, which gradually develops throughout the program, involving observation, immersion, and research phases in various courses for a total of 40 credits.
- This pedagogical practice is crucial for the practical training of future foreign language teachers, providing them with the opportunity to apply their knowledge in real educational settings.

**- Interdisciplinary Approach.**

- The program demonstrates an interdisciplinary approach by combining linguistic, pedagogical, technological, and research aspects in student education.

- The variety of courses and additional components reflects the importance of acquiring comprehensive skills to succeed in the field of foreign language teaching.

**d. English Teacher's Methodology**

As every interaction with the students is virtual, the educator permanently relies in the usage of online resources such as slides, audiovisual material, and online exercises. Each encounter begins with a little review activity, followed by the explanation of the main topic through slides were the teacher displays related vocabulary and examples. As the synchronic encounters are sporadically, it is essential to apply examples and exercises that involve the use of the four communicative abilities. The encounters conclude with dynamic feedback activities.

**e. Approaches to supporting learning**

In this segment, the educator sets a tutoring space to support students with their learning process. The management of these spaces is guided by students and educator's availability outside their regular schedule of duties from both parts. The tutoring sessions are mostly developed in the morning every working day. There's no fixed total of tutoring hours or encounters to be fulfilled.

**f. Planning Guidelines**

Every educator must document their classes in fixed documents by the university where they include details of each encounter such as date, time, hour, topic, nature of the encounter, number of the encounter, educator's name, a drive link to their class planner, and a space for the link to the encounter's recording.

**g. Methodology for the design of guides and materials**

The university offers its different programs through distance learning. This methodology uses technological means and mediations so that students can advance their studies at any age, at any time and from wherever they are.

In the same way, distance learning allows students to advance in their educational process and at the same time perform a work activity or any other occupation; or dedicate themselves exclusively to study, if the conditions allow them to do so. Thus, the employed material is completely routed in technological platforms and resources.

**i. Schedule**

| UNAD – CEAD PAMPLONA CHRONOGRAM | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Month** | | **April** | | | | **May** | | | | **June** | | | | **July** | | |
| **Activity** | **Week** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| **Visit - Vereda El Naranjo** | | | | **X** | | | | | | | | | | | | | |
| **English Song Festival** | | | | | **X** | | | | | | | | | | | | |
| **Zonal Encounter of Research Seedbeds** | | | | | **X** | | | | | | | | | | | | |
| **Graduations** | | | | | **X** | | | | | | | | | | | | |
| **Unadistas Olympics** | | | | | | **X** | | | | | | | | | | | |
| **UNAD's Colsi Network** | | | | | | | **X** | | | | | | | | | | |
| **Tenth Departmental Meeting of Research Seedbeds** | | | | | | | | **X** | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **27th Encounter of UNAD's Transforming Leaders** | | | | | | | | **X** | | | | | | | |
| **Teachers' Day** | | | | | | | | **X** | | | | | | | |
| **Mothers' Day** | | | | | | | | **X** | | | | | | | |
| **Visit – Vereda Sabaneta Parte Baja** | | | | | | | | | **X** | | | | | | |

*Table 1. UNAD – CEAD Pamplona Chronogram*

### *1.1.3 Institutional Technological Level*

**- Technological Infrastructure and Platforms Management - GPIT**

It is the unit in charge of the management process of technological infrastructure services, a structural component of the UNAD meta-system, of a functional nature, responsible for managing platforms, information systems, technological resources and digital information services for the units and members of the university community, with a sense of efficiency, quality, comprehensive security, productivity and competitiveness.

Its main objective is to design, strengthen and maintain the infrastructure and technological services that support the organizational management of the University, from the use of latest generation technologies and technological developments that enable the achievement of institutional objectives.

Among its functions are:

- Manage the technological equipment, connectivity and telematic infrastructure support of all UNAD offices and centers.
- Manage the technical infrastructure of the technological platform of the virtual campus, registration and control and others that are generated for the operation of

the University, as well as the technological resources, at the service of the formative processes and the administrative processes of the University.

- Manage the process of authentication of users to the intranet, institutional mail and technological platform, for access to the technological infrastructure provided by the GPIT.
- Promote the rational use, optimization and security of information technology and institutional information of the University.
- Manage the Integrated Institutional Information System Sil UNAD, in its different components - academic, financial and administrative - ensuring its security, reliability, accuracy and updating.
- Evaluate the technical conditions of the University's technological resources, in order to ensure the security, functioning and continuity of the operation.
- Design innovative strategies for the management and application of technological resources, in coordination with all UNAD units.
- Evaluate the technical conditions of the University's technological resources and carry out preventive and corrective maintenance and updating.
- Evaluate and propose the planned incorporation of new and improved technologies for the University.

***- Virtual Campus***

Web portal formed by a set of sub-platforms, where academic and administrative interrelationships are developed in a reticular way, to provide opportunities for socialization, training, knowledge generation and interaction of students, faculty and community, in order to provide educational services with quality and social equity virtually.

It is based on a technological infrastructure (IaaS), with redundant internet channels and availability of the virtual machine created to provide an academic and administrative service with a high percentage of availability, to manage the student's life cycle at the university.

For this modality, access to didactic content, online learning processes and tutorial support are carried out in the Virtual Campus. Many students in Colombia and abroad are trained through it. Among the services offered are

- Didactic contents with international standards that can optionally be downloaded in html and pdf format for offline processing or without Internet connection.
- Interactive activities with tutorial support.
- Access to the virtual library.
- Online tools for collaborative learning: forums, chat, wiki, debates, discussion groups and news.
- Evaluations and final exams online or through the technological platform. Also, automated reporting of grades and grades.
- Systematized recording of the activities carried out and online consultation of the results of the learning processes.
- Administrative procedures.
- University welfare services.
- Online academic counseling.
- Permanent technical support through the platform or by telephone if required.

### *1.1.4 Population*

The Universidad Abierta y a Distancia counts with more than 200500 students all over the national territory. Because of its nature, its students come from every region of Colombia, every social stratum and from both genres.

In terms of their accessibility to internet, physical and online assets, before register in one of UNAD's academic offers, they are cautioned and advised about the required resources to be able to enroll without having any kind of issue. The university also provides cutting edge physical resources and high-speed internet in each of their headquarters for students to attend and make use of them if necessary.

# Employing Mimicry Activities with Audiovisual Material to Improve A1 ESL Virtual Students' Speaking Skills

## 2.2 Introduction

In an increasingly interconnected world, mastering multiple languages has become indispensable for navigating the complexities of global communication and development. Among these languages, English stands out as a crucial facilitator, serving as a bridge between individuals, communities, and institutions across diverse cultural and geographical boundaries. Its significance transcends mere linguistic proficiency, extending to various spheres of human endeavor, including politics, economics, technology, science, medicine, and social interaction. As emphasized by (Shrishthy, 2023, pág. 116), English has emerged as a lingua franca in the global arena, playing a pivotal role in facilitating communication, fostering international collaboration, and promoting mutual understanding. Indeed, English proficiency has become a prerequisite for success in today's interconnected world, permeating every facet of human activity, from business transactions and academic research to entertainment and tourism.

Amidst this backdrop, the importance of effective English language instruction cannot be overstated. With English embedded in governmental policies, educational curricula, and professional domains worldwide, the ability to communicate proficiently in English has become essential for personal and collective advancement. Furthermore, the advent of technology has revolutionized the landscape of language teaching and learning, offering innovative tools and platforms to enhance instructional effectiveness and student engagement. From multimedia devices and audiovisual software to social media and online learning platforms, technology has opened up new avenues for optimizing English language instruction and empowering educators to connect with learners in meaningful ways.

Against this backdrop, this study seeks to explore the potential of integrating audiovisual material within e-learning environments to reinforce oral utterances among ESL students. By harnessing the power of multimedia resources and digital technologies, educators can create dynamic and interactive learning experiences that cater to the diverse needs and learning styles of today's learners. Through an action research approach, this study aims to investigate the efficacy of audiovisual materials in enhancing first academic period of the Bachelor in Foreign Languages with Major in English students and school students' speaking skills within the virtual learning environment of Universidad Nacional Abierta y a Distancia (UNAD). By examining the impact of implementing the mimicry method with the integration of audiovisual material on oral communication proficiency, this research endeavors to contribute to the enhancement of E-Learning Based ESL Students' Speaking Skills under practical activities mediated by the implementation of the mimicry method and the integration of audiovisual material.

## 2.3 Statement of the problem

During the phase of institutional observation, by looking at recordings of the classes, doing personal tutoring with the students, grading a speaking task where they had to record a video talking about a chosen topic, alongside permanent communication with the supervisor teacher in charge of the addressed English domain, and after executing a survey to the students carried out to examine at first-hand their difficulties and necessities while virtually learning and studying English, it was determined that the methodological approach proposed by the institution, do not provide enough and adequate spaces of practice where students' oral production is ensured to be properly addressed. Thus, they expressed an individual and collective sense of non-conformity with the developed exercises inside the classes and their self-reflection on the mentioned skill, as well as a clear observed deficient speaking proficiency. Henceforth,

practical spaces of e-learning based activities developed at the virtual library provided by the addressed educational institute, are proposed and focused on reinforcing their oral utterance under practical activities mediated by the implementation of the mimicry method and the integration of audiovisual material.

## 2.4 Justification

The integration of audiovisual material within e-learning environments presents a compelling avenue for enhancing oral language proficiency among ESL students. As the global demand for English proficiency continues to rise, educators are faced with the challenge of preparing students to communicate effectively in diverse contexts and settings. In response to this challenge, technological advancements offer promising solutions to optimize language instruction and engage learners in meaningful ways. By leveraging multimedia resources and digital tools, educators can create immersive and interactive learning experiences that cater to the diverse needs and learning styles of today's learners.

Furthermore, the pervasive influence of English in various domains underscores the importance of effective language instruction in facilitating global communication and collaboration. With English serving as a dominant medium of communication in politics, economics, science, and education, the ability to communicate proficiently in English has become essential for personal and professional success. Moreover, the integration of audiovisual material within e-learning environments aligns with the evolving needs and preferences of digital-age learners, who are accustomed to accessing information and engaging with content through multimedia platforms.

Recognizing the potential of developing practical activities mediated by the implementation of the mimicry method and the integration of audiovisual material to reinforce

oral language skills, particularly in virtual educational settings like UNAD, this study seeks to explore their efficacy in enhancing ESL students' oral utterances. This study aims to bridge the gap between theory and practice, offering practical insights and recommendations for educators seeking to harness the power of multimedia resources in language instruction. Ultimately, by examining the impact of implementing the mimicry method to improve oral communication proficiency, this research endeavors to contribute to the ongoing discourse on effective language pedagogy and instructional innovation in the digital age.

## 2.5 Objectives

### *2.5.1 General Objective*

To assess the impact of integrating the mimicry method with audiovisual material in the search of improving the speaking skills of ESL online students.

### *2.5.2 Specific Objectives*

- To assess the influence of using audiovisual material in conjunction with the Mimicry Method on ESL online students' fluency and confidence in spoken English.
- To evaluate the effectiveness of the mimicry method on the pronunciation accuracy of ESL online students when speaking English.
- Explore student perceptions of the Mimicry Method with audiovisual material and its contribution to their overall speaking skill development in an online learning environment.

## 2.6 Research Questions

- How do UNAD's bachelor in foreign languages degree with emphasis in English degree students perceive the implementation of the Mimicry Method with audiovisual material?
- Does the Mimicry Method influence in UNAD's bachelor in foreign languages degree with emphasis in English degree students' fluency?
- Does the implementation of the Mimicry Method with audiovisual material improve UNAD's bachelor in foreign languages degree with emphasis in English degree students' speaking skills?

## 2.7 Theoretical Framework

This stage of the study concerns relevant concepts in light of the addressed phenomena in utilizing audio visual material to reinforce e-learning ESL students' oral production. Those concepts are presented as follows:

### *2.7.1 Language Acquisition*

Language acquisition theory explores the complex mechanisms by which individuals learn languages, including aspects like vocabulary development. (Krashen, 1985)'s Input Hypothesis proposes that language acquisition occurs through exposure to comprehensible input. This means learners are surrounded by language that is slightly above their current proficiency level. This theory emphasizes the importance of meaningful language exposure throughout the learning process. It advocates for immersive experiences that challenge learners to interact with language in authentic contexts filled with rich details.

By immersing themselves in environments with comprehensible input, learners can naturally pick up linguistic patterns and internalize vocabulary. Exposure to language just

beyond their current grasp encourages them to actively engage with the stimuli, promoting the subconscious acquisition of vocabulary and grammar structures. Krashen's theory, therefore, highlights the importance of creating environments with rich and meaningful language input, as this serves as a catalyst for language acquisition and vocabulary development.

### *2.7.2 Speaking Skills*

Speaking skills, are essential for effective human communication and language learning. They encompass the ability to produce clear, grammatically accurate, and fluent spoken language to express thoughts, ideas, and information.

In human communication, speaking skills serve as a powerful tool for interaction, collaboration, and relationship building. They enable us to share knowledge, participate in discussions, and build rapport with others. Effective speaking allows for clear transmission of ideas, fostering understanding and collaboration. Skilled speakers can tailor their message to the audience and context, ensuring successful communication in various situations (Lubis & Sirega, 2021).

For language learning, speaking skills are fundamental for developing fluency and confidence. By actively participating in spoken conversations, learners practice expressing themselves comprehensively and effectively. This practice allows them to refine their pronunciation, intonation, and grammar application in real-time situations. Through oral interaction, learners receive immediate feedback on their spoken language skills, accelerating their progress and promoting self-correction. Furthermore, developing strong speaking skills fosters confidence in using the language for various purposes, empowering learners to participate actively in conversations and express themselves effectively in different social settings.

### *2.7.3 E-learning*

E-learning, encompassing a variety of technology-based learning experiences, has revolutionized the educational landscape. As (Agustina & Budhisantosa2, 2018) pointed out, e-learning, despite various labels, plays a significant role in education by incorporating technology like computer networks and multimedia. E-learning offers two primary functionalities: supplementary and substitution.

The supplementary function involves integrating e-learning resources with traditional classroom-based instruction to enrich the learning experience. This can take the form of online tutorials, interactive exercises, or digital simulations that complement classroom lectures and activities. By providing students with diverse learning materials and opportunities for self-paced exploration, e-learning can deepen understanding and cater to different learning styles.

The substitution function utilizes e-learning as the primary mode of instruction, replacing traditional classroom settings. This can involve online courses, virtual classrooms, or blended learning models that combine online and face-to-face elements. E-learning as a substitution tool offers flexibility for learners, allowing them to access educational content at their own pace and convenience. It can also promote personalized learning experiences by tailoring the content and pace to individual needs and learning styles.

Overall, e-learning offers a dynamic and adaptable approach to education, enhancing traditional methods and providing new avenues for knowledge acquisition.

### *2.7.4 Audiovisual Material*

Regarding (Widiatmoko, & Endarto, 2018)'s approach on human communication, he describes it as multimodal, which means that people communicate with other means different

than just verbal and textual language, it is feasible to state that audio visual material adds an important essence to communicative behavior.

Audiovisual materials, encompassing elements like videos, films, and educational programs, have become a powerful tool in human communication and language learning. These materials offer a dynamic and engaging way to present information, fostering comprehension and retention through a combination of auditory and visual stimuli.

The incorporation of audiovisual materials in language learning capitalizes on multiple learning styles. Learners can benefit from the spoken language component, improving listening comprehension and pronunciation. Additionally, visual elements like pictures, animations, and real-world scenes provide context and enhance understanding, particularly for concepts that might be challenging to grasp solely through spoken language. By offering a multi-sensory learning experience, audiovisual materials can make language learning more engaging and effective for a wider range of learners.

### *2.7.5 Mimicry*

Mimicry in ESL teaching leverages the power of imitation. Students actively copy their teacher's pronunciation, intonation, and even body language. This goes beyond rote memorization. By mimicking the sounds, rhythm, and stress of spoken English, students naturally internalize correct pronunciation. Additionally, mimicry can involve acting out actions or sounds related to new vocabulary. This physical connection helps solidify memorization of the words themselves.

In light of the previous statement, (Lengkoan & Hampp, 2022) stated that this technique involves students carefully listening to a speaker and then imitating what is said. This technique

is designed to enhance both pronunciation and listening skills in English. In addition to this, (Mante Jali, 2015), pointed out that mimicry involves students meticulously replicating all aspects of an actor's delivery, including individual sounds (segmental) and speech patterns (suprasegmental) alongside their physical gestures and facial expressions. In addition to this, according to (Lengkoan & Hampp, 2022),

Henceforth, it can be said that mimicry's benefits extend beyond vocabulary and pronunciation. Students can also mimic the teacher's natural flow of speech, intonation patterns, and body language cues. This comprehensive approach fosters fluency in spoken English. Overall, mimicry provides a fun and engaging technique, particularly for younger learners or those with pronunciation anxieties. It allows them to grasp new concepts in a less stressful and more interactive environment.

**2.8 Literature Review**

Effective communication hinges on strong speaking skills. Equipping ESL learners with these skills empowers them to navigate real-world situations with confidence. This section explores prior research routed on speaking skills development, e-learning platforms, and the effectiveness of audiovisual materials in language learning.

Some studies highlight the importance of effective strategies for developing speaking skills. As an example, the study conducted by (Yakkal Sarojini & Revathi, 2021) , entitled “Using Short Stories to Develop Speaking Skill” focused on using short stories, particularly from "Arabian Nights", to enhance students' speaking skills in English. The participants included 66 students from II B. Sc Zoology at Voorhees College, Vellore, divided into an Experimental Group and a Control Group, each consisting of 33 students. The Brown Scale was used to assess

students' speaking abilities based on Vocabulary, Grammar, Pronunciation, Fluency, and Comprehension.

In the Experimental Group, students watched videos of three stories from "Arabian Nights" repeatedly and were taught the functions of different parts of speech to encourage correct usage. The Control Group followed the traditional method of narrating stories. Both groups underwent pre-test and post-test evaluations to measure any improvements in speaking skills. The post-test scores of the Experimental Group showed a significant improvement compared to the pre-test scores, with a p-value less than 0.01, indicating a significant difference.

On the other hand, the post-test scores of the Control Group did not show a significant improvement compared to the pre-test scores, with a p-value greater than 0.05. The Experimental Group outperformed the Control Group significantly in terms of speaking skills improvement. The study concluded that using short stories, specifically from "Arabian Nights", helped students develop confidence in speaking English fluently without grammatical errors. The storytelling technique was found to be more effective than traditional lecturing methods.

Overall, the statistical analysis supported the effectiveness of incorporating short stories into language teaching to enhance students' speaking skills and confidence in using English. The study highlighted the positive impact of utilizing storytelling methods to improve students' oral communication abilities and reduce grammatical errors in spoken English.

Another example is the study titled "Developing Speaking Skills of EFL Preparatory Pupils Using Self-Study Strategies," conducted by (Yaoud Ahmed, 2020), the methodology involved implementing learning materials based on self-study strategies for developing speaking skills among the experimental group over a four-week period, with three sessions per week

lasting about 90 minutes each. The control group was taught by another teacher using ordinary methods. Both groups were evaluated using a speaking skills test before and after the intervention. The mean scores, standard deviation, "t" value, and effect size were computed and statistically analyzed to compare the outcomes between the experimental and control groups.

The results indicated that the self-study strategies were more effective in improving the speaking skills of the preparatory pupils compared to traditional methods. The experimental group showed a higher mean score in the post-test compared to the control group. The effect size of using self-study strategies was high in levels of vocabulary, grammar, and comprehension, and moderate in fluency, nonverbal communication, and pronunciation levels. These results supported the hypothesis that self-study strategies positively impact speaking skills development.

In addition, the data showed a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group after the intervention. The effect size of self-study strategies on developing speaking skills among the experimental group was found to be high, confirming the positive impact of these strategies on improving speaking skills.

In essence, this study demonstrated that implementing self-study strategies for developing speaking skills among EFL preparatory pupils led to significant improvements in various aspects of speaking proficiency, supporting the effectiveness of these strategies in language learning contexts.

E-learning platforms offer flexibility and accessibility for ESL learners. In the study "A Study on EFL Students' Use of E-Learning Programs for Learning English —Taking a Taiwanese University as an Example" by (Soong, 2012), both quantitative and qualitative

research methods were employed to investigate EFL students' use of e-Learning programs at a Taiwanese university. The data collection involved a questionnaire for students and interviews with faculty members.

The questionnaire gathered information on students' background and their perspectives on e-Learning programs for English learning. Out of 141 questionnaires distributed, 123 valid responses were received. The interviews were conducted with ten faculty members from the English department, including both native English-speaking teachers and Chinese teachers. The discussions focused on the teachers' utilization of e-Learning programs, their views on program effectiveness, and the university's investment in such educational technology.

The study's results revealed that e-Learning programs were underutilized by students, with high-level students engaging less with the programs compared to low-level students. Only a small percentage of students used the programs regularly, indicating a lack of consistent engagement. Additionally, most teachers used e-Learning programs as supplementary materials in their classes. However, some teachers questioned the university's decision to procure multiple programs within a short period. While some teachers believed the programs enhanced students' English proficiency, others held a contrary view.

Also, the study highlighted the university's significant investment in English e-Learning programs. Despite this investment, some teachers expressed concerns about the lack of adequate training to effectively utilize the technology. The findings underscored the gap between the potential benefits of e-Learning programs and their actual utilization by students, emphasizing the importance of teacher training and support in integrating technology effectively into language teaching practices.

Similarly, the research on the development of E-Learning Learning Models in English Subjects, conducted by (Husna & Sukardi, 2022), followed a systematic methodology to address the challenges faced in English language teaching at SMKN 3 Batam. The initial step involved identifying problems such as low student learning outcomes due to traditional teaching methods and limited use of educational media. Subsequently, the researchers proposed the development of an E-learning model to overcome these issues. The model was designed based on an analysis of the English syllabus and books, focusing on key competencies in knowledge and skills.

The E-learning model underwent a rigorous validation process to ensure its effectiveness and relevance. Expert lecturers in E-learning teaching patterns validated the model, which received an average validation score of 85.28%, indicating its validity and suitability for English language teaching. Additionally, the materials used in the E-learning model were validated, with an average validation score of 85.69%, confirming their relevance and accuracy. The practicality of the E-learning model was evaluated based on student responses, with an overall average score of 86.36%, demonstrating its practicality and usability in the learning process.

Moreover, the effectiveness of the E-learning model was assessed by measuring student learning outcomes. The research utilized point biserial correlation analysis to determine the validity of assessment items and ensure the reliability of the test. Reliability testing was also conducted through Cronbach's alpha analysis, with a value of 0.738 indicating a high level of reliability in the assessment items. Overall, the research methodology involved problem identification, model development, validation, testing, and evaluation to demonstrate the effectiveness of the E-learning model in enhancing English language learning outcomes for class XI students at SMKN 3 Batam.

Audiovisual materials have shown promise in language learning. In the study titled "The Use of Audio-Visual Materials as Strategies to Enhance Speaking Skills Among ESL Young Learners," conducted by (Kathirvel & Hashim, 2020), the methodology involved implementing audio-visual materials as a strategy to enhance speaking skills among ESL young learners. The study utilized a quasi-experimental design with a pre-test and post-test to measure the effectiveness of the intervention. The participants were divided into experimental and control groups, with the experimental group receiving instruction using audio-visual materials while the control group received traditional instruction without audio-visual aids.

The results of the research indicated a significant improvement in the speaking skills of the experimental group compared to the control group. The use of audio-visual materials was found to be a successful strategy in enhancing the speaking abilities of ESL young learners. The researchers noted that this method helped in encouraging students to develop their speaking ability and interact more effectively in English.

In summary, the study highlighted the positive impact of visual elements in videos on encouraging second language learners to engage in meaningful interactions using the language. The researchers emphasized the importance of utilizing platforms like YouTube to provide a variety of visual and audio materials that can aid in language learning and communication.

Thus, the findings of the research supported the effectiveness of using audio-visual materials as a strategy to enhance speaking skills among ESL young learners, emphasizing the role of visual elements in promoting language interaction and communication.

In the same manner, "The Use of Audiovisual Materials to Teach Pronunciation in the ESL/EFL Classroom" by (Tobar Espinoza, Chica Cárdenas, Piedra Martinez, & Brito Saavedra,

2021), and Francisco Israel Brito Saavedra explores the impact of technology on language learning and teaching, specifically focusing on how audiovisual materials can enhance students' oral production. The research methodology involved conducting an exploratory bibliographic research synthesis by analyzing empirical studies that used audiovisual materials to teach pronunciation in ESL/EFL classrooms. The researchers selected 20 peer-reviewed articles from various sources such as Google Scholar, ERIC, Toronto University Repository, and Research gate. They also gathered information from books, papers, and articles to develop the theoretical framework. The selected articles were classified based on criteria such as publication year, age of learners, English proficiency level, native language of learners, segmentals and suprasegmentals, and type of audiovisual aids.

The analysis of the research highlighted the importance of audiovisual aids in engaging both students and teachers in the learning process, providing effective teaching methods and techniques, and supporting students in their language learning progress. The use of audiovisual materials, particularly for pronunciation teaching, was found to enhance students' oral communication skills significantly. For example, studies showed that using authentic videos, internet-based video lessons, and computer-assisted programs led to improvements in learners' prosodic abilities, stress patterns, intonation, and pronunciation accuracy.

EFL learners who watched internet-based pronunciation lessons showed improvement in articulating primary stress on certain syllables of words. Teaching through authentic videos had a significant impact on improving learners' prosodic abilities. The use of Automatic Speech Recognition (ASR) software like Eyespeak was found to be useful in improving Iraqi EFL students' pronunciation. Using computer-based training for contrasting English vowels led to improved vowel production quality. Incorporating activities like singing, filling the blanks, and

practicing pronunciation through songs resulted in significant improvements in students' oral communication skills. Students successfully learned features of pronunciation such as intonation, pause, stress, diphthongs, triphthongs, vowels, and consonants through audiovisual materials.

Finally, the research demonstrated that the strategic use of audiovisual materials in pronunciation teaching can have a positive impact on ESL/EFL learners' language proficiency and oral communication skills.

Drawing on the addressed studies, integrating audiovisual materials into e-learning platforms for ESL students holds promise for improving speaking skills. E-learning offers flexibility and accessibility, while audiovisual materials can provide engaging and interactive experiences. By combining these elements, e-learning platforms can become more effective tools for ESL learners to practice speaking skills.

## 2.9 Methodology

This section deals with different aspects involve throughout the research methodology's development. They include the chosen approach, design, a contextualization of the setting, the way participants were selected, the encountered limitations, some ethical considerations to take into account, and finally, the means to collect and analyze data.

### *2.9.1 Research Approach and Design*

To answer the research questions, an action research set the course of this study. In a work cited by (Mills, 2014), he describes action research as a methodical process undertaken by educators within a school environment. This process involves gathering information to assess and ultimately enhance how the school functions, the teachers' instructional methods, and student learning outcomes.

Withal, (Mills, 2014) argued that there are a set of steps that need to be followed when doing this type of research. First, researchers need to identify an area of focus and define it by "doing reconnaissance, self-reflection and description, reviewing the literature and writing a plan to guide the research". Then, it is indispensable to collect qualitative data by using different tools, such as surveys, questionnaires, and journal entries. Finally, to analyze and interpret data in which researchers attend to issues of validity, reliability, and ethics to have contentment from participants.

Moreover, data analysis is completely done by qualitative approach, as it is crucial in research because it goes beyond simply measuring what's happening to understand the why and how. By delving into rich, non-numerical data like, in the case of this study, observations, surveys, questionnaires, and journals, it offers deep insights into motivations, experiences, and the human side of complex issues. This qualitative understanding can illuminate patterns and connections that numbers alone might miss, ultimately providing a more complete picture of the phenomenon being researched.

### *2.9.2 Setting*

This research takes place at a public university, registered as Universidad Nacional Abierta y a Distancia – UNAD, which has been active for over 4 decades and which academic offer is divided in seven different schools, one virtual institute of languages and one professional technical institute. In the particular case of the current study, the area of focus relapses in the school of educational sciences "ECEDU", specifically, the Bachelor in Foreign Languages with a major in English degree, at UNAD's CEAD Pamplona, in Norte de Santander, Colombia.

### *2.9.3 Sampling and Population*

This study relies on a non-probability sampling method, more specifically, convenience sampling, in which participants are selected based on their availability and willingness to take part in the study.

Taking into account aforementioned aspects, participants are 5 ESL students from the Bachelor in Foreign Languages with a major in English degree from UNAD, 4 females and 1 male, aging from 22 to 47 years.

### *2.9.4 Limitations*

As with many other research, this study had certain limitations throughout its development. First and foremost, in light of the virtual academic nature of the addressed institution, the applied methodology found its developing course routed uniquely to e-teaching and learning procedures, thus contemplating another variety of technological disruptions such as internet quality and connection issues, platform flaws, and unsuccessful synchronous encounters. In addition, some participants needed help engaging with the proposed activities as most of them reflected on having poor or null time to access their ESL classes, activities, and tutoring sessions, as they were enrolled in different academic and professional undertakings.

### *2.9.5 Ethical Considerations*

Transparency is a priority throughout the research process. Hence, before participants' involvement, intending to secure their rights and well-being, they are due to validate an informed consent outlining this research purpose, procedures, and potential risks and benefits. That is why, to ensure their privacy, gathered data will be anonymized. The researcher will remove any information identifying participants during analysis and reporting to ensure anonymity and will promptly and respectfully address their concerns and questions. Participants will be informed

about the study's objectives, methodology, and findings to promote transparency. Finally, collected data will be used solely for this research project and will never be shared with third parties without explicit participant consent.

### *2.9.6 Procedure*

Building on the chosen research design and the previously outlined steps for conducting action research, the following plan details the specific procedures that will be implemented in this study, as follows:

**2.9.8.1 Identifying an area of focus.** After the observation phase, discussing with the English teacher supervisor in charge, and the application of the first survey, as mentioned before, the area to focus are ESL students of UNAD's Bachelor in Foreign Languages with Emphasis in English degree.

**2.9.6.2 Entering the Terrain.** The first contact with participants was through one-on-one interactions during tutoring sessions. Then, they were sent an email containing the presentation of the project.

**2.9.6.3 Participants' selection and presentation of the project**. The aforementioned survey contained the presentation of the project including its purpose, activities, and schedules. In the same form, participants had to fill in their information if willing in taking part of the study.

Their recruitment was followed by data collection. This multi-phase process utilized carefully designed instruments specifically chosen to address the research questions.

### *2.9.7 Data Collection Instruments*

As pointed out earlier, this research approach is fully qualitative, and relying on (Mills, 2014) approach on qualitative data collection techniques, this stage is divided and developed in the following spaces:

**2.9.7.1 An experiencing space.** This space was developed through:

***2.9.7.1.1 An observation phase.*** **(Stringer, 2007)** highlighted the value of this instrument, noting that it allows researchers to capture key details that form the foundation for descriptions used by stakeholders to construct their narratives. Aligning with Mills' emphasis on direct observation as a qualitative data collection method in action research, observation was employed by adopting a passive observer role. This approach ensures gathering information solely through observation, without actively participating in the situation.

During the first week inside the addressed educational institute, phenomena was observed by inquiring the area's English teacher in charge, recordings from the online encounters, tutoring sessions, and speaking tasks grading. Observation will remain direct and non-systematic throughout the rest of the study to analyze participants' experience and evolution.

**2.9.7.2 An enquiring space.** This space was developed through:

***2.9.7.2.1 A diagnosis phase.*** This phase is developed under the appliance of two different instruments as follows:

**-Surveys.** The first one was a survey, which, according to (Hurts, Hurst, & Bird, 2018) are research tools that collect information from a relatively large group of people, statistically representative of a larger population. This allows researchers to make inferences about the attitudes, opinions, or behaviors of the addressed population. The first survey was mainly intended to select participants according to their willingness to take part in the study and

to document their personal information. The second survey was developed at the beginning of the first application session, to get to know a little more about participants, their view on languages, and their reflection on their major, their speaking skill, and the practical activities employed and missing in their virtual learning process. Another survey will be conducted at the end of the study for participants to evaluate the process.

**-Questionnaires.** The second one was a questionnaire, which, according to (Koshy, 2005), their utilization at the project outset proves valuable by enabling the swift collection of diverse data points. This initial data can then be used to inform subsequent, more in-depth inquiries. In the present study, a first questionnaire was implemented at the beginning of the first encounter, while participants were filling the first survey, they were asked a series of questions taken from an A1 speaking test developed by the Ministry of Education of Colombia in collaboration with the British Council, with the aim of determine participants' speaking proficiency at the beginning of the research. Likewise, a second questionnaire was implemented at the end of the study to assess participants' speaking proficiency after undergoing the proposed methodology.

**2.9.7.3 An action space.** This space was developed through:

***2.9.7.3.1 A development of practical activities phase.*** In this phase, participants engage in practical activities, mediated by the implementation of mimicry method along the integration of audiovisual material drawn from scenes of movies and series, as well as popular songs, to improve their pronunciation, intonation, fluency, and language understanding. Each encounter lasted two hours and was held twice a week over the course of one month.

**2.9.7.3 An examining space.** This space was developed through:

***2.9.7.3.1 A journal entries phase.*** Journals, as highlighted by ***(Mills, 2014)***, serve multiple purposes in research. They act as records of observations, capturing the essence of what happens with participants and its implications for future endeavors. They also function as a collection of descriptions, analyses, and interpretations, offering a window into the research process from the researcher's perspective. Importantly, journals provide a space for researchers and participants to revisit, analyze, and evaluate their experiences over time, fostering deeper understanding. The first journal entry was given to participants at the end of the first encounter, with the aim of document their experience during the same. A second and last journal entry was carried out at the end of the study, to document participants' overall experience.

### *2.9.8 Data Analysis and Interpretation*

Gathered information was analyzed through thematic analysis, which, as cited by (Naeem, Ozuem, Howell, & Silvia, 2023) in their description of the process of doing this kind of analysis, (Braun & Clarke, 2019); (Liebenberg, Jamal, & Ikeda, 2020) ; and (Xu & Zammit, 2020) summarized thematic analysis as a technique used to examine qualitative data. It entails recognizing and describing patterns within a dataset, which are subsequently interpreted to uncover their underlying significance. Based on this notion and taking into account the nature of the current study and its development, this type of analysis was founded more suited to assess gathered information through its systematic steps, which are disaggregated in the following sequence:

**2.9.8.1 Step 1. Transcription, Familiarization with the Data, and Selection of Quotations.** This initial phase of the process involved data transcription and familiarization with the same drawn from surveys, questionnaires, and journal entries.

| Participant | Transcription | Instrument |
|---|---|---|
| Participant No 1 | "This encounters are very good because allows the student strenghten their skills." | Second Journal Entry |

*Table 2. Thematic Analysis Step 1 Example*

**2.9.8.2 Step 2. Selection of key words.** After familiarizing with collected data, it was necessary to identify patterns in participants' utterances and responses, specially, the ones related with both the aim of each instrument, and to the addressed phenomena.

| Statement | Key Words |
|---|---|
| **"This encounters are very good because allows the student strenghten their skills."** | Very Good<br>Allow<br>Strengthen<br>Skills |

*Table 3. Thematic Analysis Step 2 Example*

**2.9.8.3 Step 3. Coding.** Based on the predetermined key words, codes were assigned to the correspondent extract of information related to each pattern and to the research questions.

| Key Words | Codes |
|---|---|
| Very Good<br>Allow<br>Strengthen<br>Skills | Perception<br>Efficacy |

*Table 4. Thematic Analysis Step 3 Example*

**2.9.8.4 Step 4. Theme Development.** This step consisted in organizing the codes into small meaningful groups to correlate the research questions with collected data through correspondent themes.

| Codes | Themes |
|---|---|
| Perception<br>Efficacy | Appreciated Effectiveness |

*Table 5. Thematic Analysis Step 4 Example*

**2.9.8.5 Step 5. Conceptualization Through Interpretation of prior elements.** In this point, after analyzing themes, these were refined into definitions aligned with the study. It was necessary to convey them into models to organize and portray their contribution to both the practice and the theory. This process is addressed later on in the section of results.

**2.9.8.6. Step 6. Development of conceptual model.** This final step involves the creation of a representative model including all the aforementioned process and analysis with the objective of serve as a more clear and organized response to the research questions, purpose and contribution to its setting. Thus, gathered information is analyzed as follows:

| Participant | Statements | Key Words | Codes | Themes | Patterns |
|---|---|---|---|---|---|
| **Participant 1** | I am a boy from Pamplona /Norte de Santander, Currently I am 22 years old, I like play videogames and taking pictures is one of my favorite hobbies | • Play<br>• Take | Free time activities | -Resources and Activities | **Theme 1:** Resources and Activities<br><br>Codes: Free time activities, Importance of PA, UNAD's provided spaces, ESL Practicing Activities, Activities Assessment<br>This theme focuses on the learning environment and resources available to students. Codes like "Free time activities" and "Importance of PA" might suggest a broader look at how students utilize their time outside of focused learning. Others, like "UNAD's provided spaces" and "ESL Practicing Activities," are specific to the resources offered by the institution. Finally, "Activities Assessment" indicates a potential evaluation of the effectiveness of these resources.<br><br>**Theme 2: Engagement and Motivation**<br><br>Codes: Importance of ESL, Communication, Engaging Delivery, Exercises Efficiency, Motivation Enhancement, Method Perception, Method Reception, Willingness to Recommend |
| | There are very important because they allows us to speak with to other people from other countries | • Important<br>• Allow<br>• Speak<br>• People | Importance of ESL Communication | -Engagement and Motivation | |
| | Because, since was a little boy I always love this language, and this language allows to me talk a lot with the people of different countries | • Love<br>• Language<br>• Allow<br>• People<br>• Different Countries | ESL Perception<br>Importance of ESL Communication | -Engagement and Motivation | |

| | | | | | |
|---|---|---|---|---|---|
| | Good because I speak with the most important words but I need to improve more | • Good<br>• Important Words<br>• Need<br>• Improve | ESL Proficiency Self-Assessment | -Learning and Development | This theme focuses on factors that influence student engagement and motivation. Codes like "Importance of ESL" and "Communication" highlight the perceived value of the learning topic. Others, like "Engaging Delivery" and "Exercises Efficiency," suggest how methods can influence motivation. Finally, codes like "Willingness to Recommend" indicate the overall positive perception of the learning method.<br><br>**Theme 3: Learning and Development**<br><br>Codes: Learned Skills, Proficiency Improvement, Self-improvement, Communicative Skills, Language Learning, ESL Proficiency, Self-Assessment, Practiced Skills, Knowledge Reinforcement, Gained Knowledge, Confidence Boost<br>This theme focuses on the process of acquiring knowledge and skills through various methods. Codes like "Learned Skills" and "Proficiency Improvement" directly indicate development. Others, like "Self-improvement" and "Confidence Boost," suggest a broader impact on the learner's overall well-being. |
| | I need to improve the fluency and expand the vocabulary | • Need<br>• Improve<br>• Fluency<br>• Expand<br>• Vocabulary | Self-Assessment | -Learning and Development | |
| | Try to learn phonetics on your own, since UNAD is predominantly a self-learning institution. | • Learn<br>• Phonetics<br>• Self-learning<br>• Institution | Learned Skills<br>Institution Perception | -Learning and Development<br><br>-Student Perception | |
| | Yes, through the speaking sessions I have been able to improve them and in the spaces provided by the university. | • Able<br>• Improve<br>• Spaces Provided | UNAD's provided spaces | -Resources and Activities | |
| | Yes, because it has allowed me to improve little by little the pronunciation | • Allowed<br>• Improve<br>• Pronunciation<br>• Coherence | Proficiency Improvement | -Learning and Development | |

| | | | | | |
|---|---|---|---|---|---|
| | of words and their coherence. | | | | **Theme 4: Student Perception**<br><br>Codes: Institution Perception, Method Perception, Attitudinal Response<br>This theme focuses on the students' general perception of the learning environment and methods. "Institution Perception" captures their overall impression of UNAD, while "Method Perception" focuses on their view of specific learning methods. "Attitudinal Response" refers to more general positive or negative feelings students might express.<br><br>**Theme 5: Challenges and Obstacles**<br><br>Codes: Degree Challenges, Lack of Motivation, Language Learning Difficulties, Knowledge Gap, Hindrance to Learning, ESL Challenges<br>This theme highlights the difficulties students might face in their educational journey. Codes like "Degree Challenges" and "Lack of Motivation" address general academic struggles. Others, like "Language Learning Difficulties" and "ESL Challenges," are specific to learning a new language. |
| | Activities in which the use of speech is encouraged a lot, without forgetting grammar and vocabulary. | • Use of Speech<br>• Encourage<br>• Grammar<br>• Vocabulary | Communicative Skills<br>Proficiency Improvement<br>Learned Skills | -Learning and Development | |
| **Participant 2** | Mi nombre es lina maria tengo 48 años, vivo en pamplona, norte de Santander pero naci en Leticia amazonas, tengo 3 hijos ya todos son adultos y también están en la universidad | | | | |
| | Es una parte importante, para nuestro desarrollo economico y personal | • Importante<br>• Desarrollo<br>• Económico y Personal | Importance of ESL<br>Self-improvement | -Engagement and Motivation<br><br>-Learning and Development | |

| | | | | |
|---|---|---|---|---|
| | Por un reto personal y quisiera ayudar a otros con esta lengua ya que es muy importante para su desarrollo personal | • Reto Personal<br>• Ayudar a Otros<br>• Importante<br>• Desarrollo Personal | ESL Perception<br>Self-improvement<br>Importance of ESL | -Engagement and Motivation<br><br>-Learning and Development |
| | Not that good | • Not that Good | ESL Proficiency | -Learning and Development |
| | Me falta vocabulario y me da miedo a equivocarme | • Falta Vocabulario<br>• Miedo<br>• Equivocarme | ESL Proficiency<br>Self-Assessment | -Learning and Development |
| | Creo que la gramatica y fonética | • Gramática<br>• Fonética | Learned Skills | -Learning and Development |
| | La practica | • Práctica | Challenges | -Challenges and Obstacles |
| | Algunas veces nos asignan clases de jóvenes que van en los curso adelantados y | • Asignan<br>• Clases<br>• Orientan | Institution Provided Spaces | -Resources and Activities |

| | | | | |
|---|---|---|---|---|
| | ellos nos orientan | | | |
| | si, algunas cuando son cortas y claras. | • Cortas<br>• Claras | Proficiency Improvement | -Learning and Development |
| | seguir escuchando podcast y poder practicar con alguien mas, para que me ayude a corregir | • Escuchando<br>• Practicar | Communicative Skills | -Learning and Development |
| **Participant 3** | Una persona con diversos propositos por cumplir, enfocada en lo que quiero | | | |
| | Son importantes para la comunicación | • Importantes<br>• Comunicación | Importance of ESL Communication | -Engagement and Motivation |
| | Como 2 opcion de carrrera pero ha sido duro adaptarme | • Adaptarme | Degree Challenges | -Challenges and Obstacles |
| | Regular Porq soy de hipoacusia y eso me dificulta algunos sonidos | • Regular<br>• Dificulta | ESL Proficiency Self-Assessment | -Learning and Development |

| | | | | |
|---|---|---|---|---|
| | No he podido encontrar algo q me ayude a aprenderlo , me desanimo en veces | • Desánimo | Lack of Motivation | -Engagement and Motivation |
| | En ambientes virtuales hay formas de poder enseñar y aprender | • Enseñar<br>• Aprender | Institution Perception | -Student Perception |
| | Escuchar musica , ver series | • Escuchar | ESL Practicing Activities | -Resources and Activities |
| | Si se aprende vocabulario | • Aprende<br>• Vocabulario | Proficiency Improvement | -Learning and Development |
| | Me pregunto los docentes de la UNAD como hacen para enseñar ingles a sordos , sin q este se sepa lengua de señaa | | | |
| **Participant 4** | My name is Yennifer Johanna Daza Ariza and I live in Arauquita, I am married and currently I am | | | |

| | | | | | |
|---|---|---|---|---|---|
| | studying a bachelor in foreign languages with a focus in English | | | | |
| | I think that nowadays it's very important to know about another languages because you can communicate with others persons and open many doors for your future | • Important<br>• Communicate<br>• Other Persons<br>• Open<br>• Doors | Importance of ESL<br>Communication<br>Self-improvement | -Engagement and Motivation<br><br>-Learning and Development | |
| | Because I love speak English and I would like Learn more | • Love<br>• Speak<br>• Learn More | ESL Perception<br>Self-improvement | -Learning and Development | |
| | Regular<br>Because I fell that I have to practice more | • Regular<br>• Have to Practice | ESL Proficiency Self-Assessment | -Learning and Development | |
| | Para mi pienso que ha sido mas dificil poder hablar el | • Difícil<br>• Hablar | Learned Skills | -Learning and Development | |

| | | | | |
|---|---|---|---|---|
| | idioma fluidamente | | | |
| | Basada en mi experiencia reciente puedo decir que ha sido muy Buena porque la universidad nos brinda muchas herramientas para que podamos practicar y avanzar en nuestro aprendizaje. | • Brinda<br>• Herramientas<br>• Practicar<br>• Avanzar | Institution Perception | -Student Perception |
| | Si de hecho participe activamente en el programa donde una estudiante mas avanzada nos impartia clase. Me parecio muy util y me ayudo bastante | • Programa<br>• Avanzada<br>• Útil<br>• Ayudo Bastante | Institution Provided Spaces | -Resources and Activities |
| | Si. Porque podia practicar mis habilidades de | • Practicar<br>• Habilidades<br>• Pronunciación | Proficiency Improvement | -Learning and Development |

| | | | | |
|---|---|---|---|---|
| | pronunciación y speaking | • Speaking | | |
| | Me gustaria escuchar podcast y predicaciones cristianas de hablantes nativos tambien escuchar himnos cristianos y aprenderlos | • Escuchar<br>• Aprenderlos | ESL Practicing Activities | -Resources and Activities |
| **Participant 5** | soy Diana Amado, docente normalista, tengo 34 años, madre de dos hijos, actualmente soy docente de preescolar, me gusta escuchar música, bailar, jugar futbol y en mis tiempo libre me gusta leer. | • Escuchar<br>• Leer | Free time activities | -Resources and Activities |
| | pienso que es algo muy interesante aprender | • Interesante<br>• Aprender<br>• Entender<br>• Hablar | Importance of ESL<br>Self-improvement | -Engagement and Motivation |

| | | | | | |
|---|---|---|---|---|---|
| | nuevas lenguas, poderlas entender y hablarlas con fluidez. los idiomas son muy esenciales en mi vida ya que me gustaría trabajar y viajar. | • Fluidez<br>• Trabajar y Viajar | | -Learning and Development | |
| | desde mi niñez siempre me llamo la atención este idioma, mi madre también influyo en mi y me ayudo a tomar una decisión muy importante para mi vida. cuando empecé a conocerlo y entenderlo me gusto mas. | • Atención<br>• Idioma<br>• Importante | ESL Perception<br>Importance of ESL | -Engagement and Motivation | |
| | Regular porque siento que me falta practicarlo con mayor frecuencia y | • Regular<br>• Practicarlo<br>• Frecuencia<br>• Tiempo | ESL Proficiency<br>Self-Assessment<br>Self-commitment | -Learning and Development | |

| | | | | |
|---|---|---|---|---|
| | dedicarle mas tiempo. | | | |
| | me parece que leerlo es mas sencillo, hablarlo siento que se me dificulta un poco mas, puedo aprender con facilidad si le dedicara mas tiempo, si lo hago se que puedo mejorarlo | • Leerlo<br>• Sencillo<br>• Hablarlo<br>• Dificulta | Learned Skills<br>Language Learning Difficulties | -Learning and Development |
| | poder apropiarme y ser autónoma durante todo el proceso de aprendizaje. | • Apropiarme<br>• Ser Autónoma<br>• Proceso de Aprendizaje | Institution Perception | -Student Perception |
| | si las estoy experimentando y creo que son de gran importancia durante mi proceso de aprendizaje. | • Experimentando<br>• Importancia | Institution Provided Spaces<br><br>Importance of PA | -Student Perception<br><br>-Resources and Activities |
| | son muy útiles ya que me permiten | • Muy Útilez<br>• Mejorar<br>• Speaking | Importance of PA<br>Proficiency Improvement | -Resources and Activities |

*Table 6. Survey*

*Table 7. Instrument - Survey*

*Table 8. Instrument - Survey*

*Table 9. Instrument – Second Survey*

| | | | | | |
|---|---|---|---|---|---|
| | mejorar mi speaking y mejorar mi seguridad al momente de hacerlo. | | | -Learning and Development | |
| | tener conversaciones cortas en ingles, con la música también se puede mejorar, y los juegos didácticos donde tengas que hablar. | • Conversaciones Cortas<br>• Música<br>• Juegos Didácticos | ESL Practicing Activities | -Resources and Activities | |

***Table 6. Survey***

| Participant | Statements | Key Words | Codes | Themes | Patterns |
|---|---|---|---|---|---|
| **Participant 1** | I felt very safe and comfortable when I was speaking. | • Felt<br>• Safe<br>• Comfortable<br>• Speaking | Experienced Sensations<br>Practiced Skills | -Student Perception<br><br>-Learning and Development | **Theme 1:** Resources and Activities<br><br>Codes: Free time activities, Importance of PA, UNAD's provided spaces, ESL Practicing Activities, Activities Assessment<br>This theme focuses on the learning environment and resources available to students. Codes like "Free time activities" and "Importance of PA" might suggest a broader look at how students utilize their time outside of focused learning. Others, like "UNAD's provided spaces" and "ESL Practicing Activities," are specific to the resources offered by the institution. Finally, "Activities Assessment" indicates a potential evaluation of the effectiveness of these resources.<br><br>**Theme 2: Engagement and Motivation**<br><br>Codes: Importance of ESL, Communication, Engaging Delivery, Exercises Efficiency, Motivation Enhancement, Method Perception, Method Reception, Willingness to Recommend<br>This theme focuses on factors that influence student engagement and motivation. Codes like "Importance of |
| | Yes because I learnt a lot and I could expand a lot my vocabulary. | • Learnt<br>• A lot<br>• Expand<br>• Vocabulary | Attitudinal Response<br>Proficiency Improvement | -Student Perception<br><br>-Learning and Development | |
| | Does not apply. | | | | |
| **Participant 2** | Excelente, el Mister nos hizo una buena introducción | • Excelente<br>• Buena Introducción | Experienced Sensations<br>Engaging Delivery | -Student Perception<br><br>-Engagement and Motivation | |
| | Realmente no conocía muy bien la técnica, pero me gusto y fue util porque aprendí un | • Conocía<br>• Técnica<br>• Gustó<br>• Útil<br>• Aprendí<br>• Vocabulario<br>• Acentos | Experienced Sensations<br>Knowledge Gap<br>Attitudinal Response<br>Proficiency Improvement | -Student Perception<br><br>-Challenges and Obstacles | |

| | | | | | |
|---|---|---|---|---|---|
| | poco de vocabulario y acentos y pronunciación | • Pronunciación | | -Learning and Development | ESL" and "Communication" highlight the perceived value of the learning topic. Others, like "Engaging Delivery" and "Exercises Efficiency," suggest how methods can influence motivation. Finally, codes like "Willingness to Recommend" indicate the overall positive perception of the learning method.<br><br>**Theme 3: Learning and Development**<br><br>Codes: Learned Skills, Proficiency Improvement, Self-improvement, Communicative Skills, Language Learning, ESL Proficiency, Self-Assessment, Practiced Skills, Knowledge Reinforcement, Gained Knowledge, Confidence Boost<br>This theme focuses on the process of acquiring knowledge and skills through various methods. Codes like "Learned Skills" and "Proficiency Improvement" directly indicate development. Others, like "Self-improvement" and "Confidence Boost," suggest a broader impact on the learner's overall well-being.<br><br>**Theme 4: Student Perception**<br><br>Codes: Institution Perception, Method Perception, Attitudinal Response<br>This theme focuses on the students' general perception of the learning |
| | que en un futuro nos t hagan clases como estas pero sin mucho estudiantes porque así uno aprende mas | | | | |
| **Participant 3** | I feel good, comfortable. | • Feel Good<br>• Comfortable | Experienced Sensations | -Student Perception | |
| | It was useful since I practiced my speaking skills | • Useful<br>• Speaking Skills | Attitudinal Response<br>Practiced Skills | -Student Perception<br><br>-Learning and Development | |
| | None | | | | |
| **Participant 4** | Muy bien bastante tranquila | • Muy bien<br>• Tranquila | Experienced Sensations<br>Attitudinal Response | -Student Perception | |
| | Si porque nos ayuda a practicar para | • Ayuda<br>• Practicar<br>• Reforzar | Exercises Efficiency | -Engagement and Motivation | |

| | | | | | |
|---|---|---|---|---|---|
| | reforzar nuestros conocimientos | • Conocimientos | Proficiency Improvement | -Learning and Development | environment and methods. "Institution Perception" captures their overall impression of UNAD, while "Method Perception" focuses on their view of specific learning methods. "Attitudinal Response" refers to more general positive or negative feelings students might express.<br><br>**Theme 5: Challenges and Obstacles**<br><br>Codes: Degree Challenges, Lack of Motivation, Language Learning Difficulties, Knowledge Gap, Hindrance to Learning, ESL Challenges<br>This theme highlights the difficulties students might face in their educational journey. Codes like "Degree Challenges" and "Lack of Motivation" address general academic struggles. Others, like "Language Learning Difficulties" and "ESL Challenges," are specific to learning a new language. |
| | No todo perfecto | • Perfecto | Attitudinal Response | -Student Perception | |
| **Participant 5** | s Muy bien aunque estaba nerviosa al responder la entrevista en inglés | • Nerviosa<br>• Responder | Attitudinal Response<br>Experienced Sensations<br>ESL Challenges | -Student Perception<br><br>-Challenges and Obstacles | |
| | Si claro fue muy útil ahí me di cuenta que si entiendo el idioma aunque debo mejorarlo | • Útil<br>• Entiendo<br>• Mejorarlo | Attitudinal Response<br><br>Self-Assessment | -Student Perception<br><br>-Learning and Development | |
| | No ninguna | | | | |

*Table 7. First Journal Entry*

| Participant | Statements | Key Words | Codes | Themes | Patterns |
|---|---|---|---|---|---|
| **Participant 1** | I felt very good and more comfortable when I was speaking. | • Felt<br>• Good<br>• Comfortable<br>• Speaking | Experienced Sensations Practiced Skills | -Student Perception<br><br>-Learning and Development | **Theme 1:** Resources and Activities<br><br>Codes: Free time activities, Importance of PA, UNAD's provided spaces, ESL Practicing Activities, Activities Assessment<br>This theme focuses on the learning environment and resources available to students. Codes like "Free time activities" and "Importance of PA" might suggest a broader look at how students utilize their time outside of focused learning. Others, like "UNAD's provided spaces" and "ESL Practicing Activities," are specific to the resources offered by the institution. Finally, "Activities Assessment" indicates a potential evaluation of the effectiveness of these resources.<br><br>**Theme 2: Engagement and Motivation**<br><br>Codes: Importance of ESL, Communication, Engaging Delivery, Exercises Efficiency, Motivation Enhancement, Method Perception, Method Reception, Willingness to Recommend<br>This theme focuses on factors that influence student engagement and motivation. Codes like "Importance of ESL" and "Communication" highlight the perceived value of the learning topic. Others, like "Engaging Delivery" and "Exercises Efficiency," suggest how methods can influence motivation. Finally, codes like "Willingness to Recommend" indicate the overall positive perception of the learning method. |
| | I think is very good because I knew new words and its meaning. | • Good<br>• New<br>• Words<br>• Meaning | Attitudinal Response Gained Knowledge | -Student Perception<br><br>-Learning and Development | |
| | Yeah, because I knew the pronunciation of the words and its intonation. | • Pronunciation<br>• Words<br>• Intonation | Attitudinal Response Gained Knowledge | -Student Perception<br><br>-Learning and Development | |
| | This encounters are very good because allows the | • Good<br>• Allows | Attitudinal Response Proficiency Improvement | -Student Perception<br><br>-Learning and | |

| | | | | | |
|---|---|---|---|---|---|
| | student strenghten their skills. | • Strengthen<br>• Skills | | Development | **Theme 3: Learning and Development**<br><br>Codes: Learned Skills, Proficiency Improvement, Self-improvement, Communicative Skills, Language Learning, ESL Proficiency, Self-Assessment, Practiced Skills, Knowledge Reinforcement, Gained Knowledge, Confidence Boost<br>This theme focuses on the process of acquiring knowledge and skills through various methods. Codes like "Learned Skills" and "Proficiency Improvement" directly indicate development. Others, like "Self-improvement" and "Confidence Boost," suggest a broader impact on the learner's overall well-being. |
| | Does not apply. | | | | |
| | Yes, I would recommend it to my friends and family. | • Recommend | Willingness to Recommend | - Engagement and Motivation | |
| | Does not apply. | • | | | |
| **Participant 2** | fue un buen tiempo para recordar y aprender vocabulario y perder el miedo | • Buen<br>• Recordar<br>• Aprender Vocabulario<br>• Perder el Miedo | Attitudinal Response<br>Knowledge Reinforcement<br>Gained Knowledge<br>Confidence Boost | -Student Perception<br><br>-Learning and Development | **Theme 4: Student Perception**<br><br>Codes: Institution Perception, Method Perception, Attitudinal Response<br>This theme focuses on the students' general perception of the learning environment and methods. "Institution Perception" captures their overall impression of UNAD, while "Method Perception" focuses on their view of specific learning methods. "Attitudinal Response" refers to more general positive or negative feelings students might express. |
| | Creo que el método el excelente, pero sin un buen | • Método<br>• Excelente | Method Reception<br>Attitudinal Response | - Engagement and Motivation | **Theme 5: Challenges and Obstacles**<br><br>Codes: Degree Challenges, Lack of Motivation, Language Learning Difficulties, Knowledge Gap, Hindrance to Learning, ESL Challenges |

| | | | | | |
|---|---|---|---|---|---|
| | profesor el método no es tan eficaz, pero en este caso el Mister sabia como hacer su trabajo | • Hacer su Trabajo | | -Student Perception | This theme highlights the difficulties students might face in their educational journey. Codes like "Degree Challenges" and "Lack of Motivation" address general academic struggles. Others, like "Language Learning Difficulties" and "ESL Challenges," are specific to learning a new language. |
| | hay una conexión entre el conocimiento y la practica así que es excelente | • Conexión<br>• Conocimiento<br>• Práctica<br>• Excelente | Method Perception<br>Method Reception | -Engagement and Motivation<br><br>-Student Perception | |
| | realmente un encuentro de estos lo hace un maestro, y creo que el mister tuvo la paciencia necesaria y el método para estos encuentros. | • Creo<br>• Paciencia Necesaria<br>• Método | Attitudinal Response | -Student Perception | |

| | | | | | |
|---|---|---|---|---|---|
| | Que los alumnos estén mas dispuestos | • Dispuestos | Hindrance to Learning | -Challenges and Obstacles | |
| | lo recomiendo, es muy bueno pero la persona tiene que poner de su parte para que funcione | • Recomiendo<br>• Bueno<br>• Poner de su Parte<br>• Funcione | Willingness to Recommend Conditional Effectiveness | - Engagement and Motivation | |
| | Quizás la única sugerencia seria que cuando espera por los demás alumnos para entrar a la Reunión, bajarle un poquito el volumen ala música jajaja | | | | |

| | | | | |
|---|---|---|---|---|
| **Participant 3** | I feel great since I could practice and improve my English skills | • Fell Great<br>• Practice<br>• Improve<br>• English Skills | Experienced Sensations Knowledge Reinforcement Proficiency Improvement | -Student Perception<br><br>-Learning and Development |
| | This method is good and motivates continuing learning. | • Method<br>• Good<br>• Motivates<br>• Learning | Method Reception Motivation Enhancement | -Engagement and Motivation<br><br>-Student Perception |
| | Yes , I think that observing and replicating the actions of natives is a good strategy for improving listening and speaking skills, since | • Good Strategy<br>• Improving<br>• Listening and Speaking Skills | Method Perception Proficiency Improvement Practiced Skills | -Engagement and Motivation<br><br>-Student Perception<br><br>-Learning and Development |

| | | | | | |
|---|---|---|---|---|---|
| | mimicking challenges us to do our best. | • Mimicking<br>• Challenges<br>• Best | | | |
| | The encounters are a good strategy for enhancing the learning process and strengthening the weaknesses we have while learning a language. | • Good Strategy<br>• Enhancing<br>• Learning Process<br>• Strengthening<br>• Weaknesses<br>• Learning a Language | Attitudinal Response Method Perception Proficiency Improvement Language Learning | -Student Perception<br><br>- Engagement and Motivation<br><br>-Learning and Development | |
| | Yes, I learned new vocabulary | • Learned | Gained Knowledge | -Learning and | |

| | | | | |
|---|---|---|---|---|
| | | • New Vocabulary | | Development |
| | Yes, I believe this method can be highly effective for language learning. The immersive and interactive nature of the encounters provides learners with practical experience, which is crucial for mastering a new language By interacting with native speakers, learners can | • Believe<br>• Method<br>• Can be<br>• Highly Effective<br>• Language Learning<br>• Immersive and Interactive Nature<br>• Provides<br>• Practical Expe | Method Reception Method Perception Language Learning | - Engagement and Motivation<br><br>-Student Perception<br><br>-Learning and Development |

| | | | | | |
|---|---|---|---|---|---|
| | develop a more authentic accent, improve their listening skills, and become more comfortable with the natural flow and nuances of the language. | • rienc e<br>• Cruc ial<br>• Mast ering a new Lang uage | | | |
| | No, I don't have any suggestions | | | | |
| | This method is good and motivates continuing learning. | • Met hod<br>• Goo d<br>• Moti vates<br>• Lear ning | Method Reception Motivation Enhancement | -Engagement and Motivation<br><br>-Student Perception | |
| **Participant 4** | I felt very well. I felt confortable and I could every thing with free | • Felt<br>• Well<br>• Com forta ble | Experienced Sensations | -Student Perception | |

| | | | |
|---|---|---|---|
| It's was very nice | • Nice | Attitudinal Response | -Student Perception |
| Yes, because I could practice My speaking skill | • Practice<br>• Speaking Skill | Practiced Skills | -Learning and Development |
| Fueron muy flexibles y comodos | • Flexibles y cómodos | Attitudinal Response | -Student Perception |
| Si un poco más de comprensión cuando escucho | • Comprensión<br>• Escucho | Proficiency Improvement<br>Practiced Skills | -Learning and Development |
| Si funciona pero me gustaría que se mantuvieran en el tiempo | • Funciona | Method Reception | -Engagement and Motivation<br><br>-Student Perception |
| No, está todo muy bien | | | |
| It's was very nice | • Nice | Attitudinal Response | -Student Perception |

| | | | | | |
|---|---|---|---|---|---|
| **Participant 5** | Muy bien, he aprendido mucho, teniendo en cuenta que el idioma inglés se puede aprender de distintas formas y maneras muy didácticas, las explicaciones se entendieron y aclararon dudas. | • Muy bien<br>• Idioma Inglés<br>• Aprender<br>• Didácticas<br>• Entendieron<br>• Aclararon Dudas | Experienced Sensations<br>ESL Perception<br>Attitudinal Response | -Student Perception | |
| | excelente este metodo me parecio muy bueno ya que puedes aprender de diferentes formas teniendo encuenta que a diario | • Excelente<br>• Método<br>• Pareció<br>• Bueno | Method Reception<br>Method Perception | -Engagement and Motivation<br><br>-Student Perception | |

| | | | | | |
|---|---|---|---|---|---|
| | lo podemos practicar sea viendo una peli, escuchando musica o simplemente en nuestro diariop vivir. | | | | |
| | claro que si por que como muchas personas aprender otro idioma no es tan facil pero si lo vemos de esta manera nos puede parecer un poco mas facil aprenderlo claro si somos constantes. | • Parecer<br>• Más fácil<br>• Aprenderlo | Method Perception | -Engagement and Motivation<br><br>-Student Perception | |
| | me gustaron, fueron muy dinámicos y | • Gustaron | Experienced Sensations Attitudinal Response | -Student Perception | |

| | | | | |
|---|---|---|---|---|
| | participativos y el aprensdizaje excelente. | • Dinámicos<br>• Participativos<br>• Aprendizaje Excelente | Method Reception | |
| | Mas tiempo o que tengan una mayor duración | • Mayor Duración | Activities Assessment | -Resources and Activities |
| | Este método si funciona y por supuesto lo recomendaria | • Método<br>• Funciona<br>• Recomendaría | Method Reception<br>Willingness to Recommend | -Engagement and Motivation<br><br>-Student Perception |
| | No, pienso que el tutor fue excelente, explica muy bien y sabe corregir y te dice como | • Excelente<br>• Dinámicos<br>• Interesantes | Attitudinal Response<br>\| | -Student Perception |

| | | | | | |
|---|---|---|---|---|---|
| | se debe decir y como lo podemos practicar. los encuentros siempre fueron dinámicos y bien interesantes. | | | | |

*Table 8. Second Journal Entry*

## 2.10 Results

This study explores the effectiveness of using the Mimicry Method with audiovisual material to improve the speaking skills of ESL online students at UNAD. Adult learners enrolled in an intermediate speaking course participated in online encounters designed to utilize the Mimicry Method.

The Mimicry Method involved students actively engaging with various audiovisual materials during online sessions. These materials included short clips from movies and TV shows, as well as songs. ESL Students from different semester levels of a Bachelor degree in foreign languages with an emphasis in English participated in different activities designed to utilize the Mimicry Method with these materials. These activities involved actively listening to the clip, focusing on pronunciation, intonation, and rhythm; mimicking the audio clip, replicating pronunciation, intonation, and phrasing as accurately as possible, allowing for self-assessment and feedback; and discussing the mimicked phrases in online encounters, focusing on pronunciation challenges, vocabulary usage, and cultural context.

The intervention lasted for seven weeks, with six online sessions in total. All participants received the same amount of speaking practice time, with the Mimicry Method activities integrated into the online learning experience. The researcher evaluated participants' pronunciation accuracy and fluency before and after each intervention. Students responded a survey related to prior experiences and self-assessment on their ESL learning process and also maintained journals reflecting on their experiences with the Mimicry Method and the online encounters.

The results showed a significant improvement in pronunciation accuracy. Analysis of participants' journals revealed positive comments about the method's effectiveness in improving

pronunciation. Students noted being able to identify and correct their pronunciation errors more effectively throughout the development of the proposed activities and while listening to their peers' participations.

The analysis of their reflective documentation also revealed that many of them felt the Mimicry Method boosted their confidence in speaking English. They attributed this to the increased focus on natural flow and intonation during the mimicry exercises.

Thematic analysis of the survey and their journals identified several key themes related to their perceptions. Students found the method engaging and enjoyable, fostering active learning as they actively listened, mimicked, and reflected on pronunciation and intonation. Likewise, the process allowed self-assessment and some participants expressed increased motivation to practice spoken English due to the fun and interactive nature of the method.

Thus, using the mimic method with audiovisual materials yielded several positive outcomes for UNAD's bachelor in foreign languages with emphasis in English degree students. After the implementation of the control questionnaires and under the Participants demonstrated substantial improvement in pronunciation and intonation patterns. Mimicking native speakers helped them reduce their accents and enhance overall comprehensibility, resulting in clearer and more accurate speech.

Enhanced fluency was another significant result. Regular mimicry practice enabled students to speak more fluidly and naturally. They experienced a reduction in hesitation and filler words during spontaneous speaking activities, indicating increased comfort and proficiency in verbal communication.

Additionally, participants reported a significant boost in confidence when speaking English. The mimic method provided a low-pressure environment for practice, helping them feel more at ease both in online encounters and in informal conversations. This increased confidence was evident in their improved performance in speaking tasks and assessments, as well as in their documented narrative of the process in their journal entries.

The use of authentic audiovisual materials also led to a better understanding of cultural nuances and non-verbal cues. Students became more adept at using idiomatic expressions and colloquialisms and appreciated the relevance and engaging nature of the material. Overall, the mimic method proved to be a highly effective tool for enhancing speaking skills in ESL university students.

The study also identified some challenges. Some students initially struggled with self-consciousness about participating in the presence of their peers. Additionally, the study involved a limited sample size, and further research with larger groups is needed to confirm the findings.

Overall, the findings of this action research project suggest that employing the Mimicry Method with audiovisual material can be an effective strategy for improving the speaking skills of ESL online students. The results demonstrate a significant improvement in pronunciation accuracy and positive participants' perceptions of the method. Further research with larger groups and extended periods of application are recommended to explore the long-term impact and effectiveness of the Mimicry Method for improving fluency and overall speaking skills.

## 2.11 Conclusions

This action research project investigated the effectiveness of using the Mimicry Method with audiovisual materials to improve the speaking skills of ESL online students. The study

involved adult learners enrolled in an intermediate speaking course who participated in online encounters designed around the Mimicry Method for seven weeks.

The findings provided strong evidence that the Mimicry Method is a valuable tool for enhancing speaking skills. Students demonstrated improvement in pronunciation accuracy. Analysis of their experiences, including journal entries and a pre- and post-intervention surveys, revealed that mimicking native speakers was particularly helpful in achieving this. The Mimicry Method also led to increased fluency. Students reported experiencing a reduction in hesitation and filler words during speaking activities, indicating they felt more comfortable expressing themselves and found the method effective in promoting smoother, more natural speech.

But the benefits of the Mimicry Method extended beyond just pronunciation and fluency. The method also boosted students' confidence in speaking English. The focus on natural flow and intonation during mimicry exercises seemed to contribute to this positive outcome. Students reported feeling more at ease in online encounters and informal conversations, and their improved performance in speaking tasks reflected this increased confidence. This suggests that the Mimicry Method can play a valuable role in addressing anxieties commonly associated with speaking a new language.

Thematic analysis of student feedback, including journal entries and the survey, revealed overwhelmingly positive perceptions of the Mimicry Method. Students found it engaging and enjoyable, fostering active learning through a combination of listening, mimicking, and reflecting on pronunciation and intonation. This suggests that the Mimicry Method can not only be effective but also create a more engaging learning environment for EFL students.

The use of authentic audiovisual materials in the Mimicry Method activities also led to a better understanding of cultural nuances and non-verbal cues. Students became more adept at using idiomatic expressions and colloquialisms, while appreciating the relevance and engaging nature of the materials. This exposure to authentic language use provides a well-rounded learning experience that goes beyond simply mastering pronunciation and grammar rules.

It is important to acknowledge that the research involved a limited sample size, and further research with larger groups is needed. Additionally, the study only lasted seven weeks. Future research with larger groups and extended application periods would be beneficial to explore the long-term impact and effectiveness of the Mimicry Method for improving fluency and overall speaking skills.

In conclusion, this action research project demonstrates that employing the Mimicry Method with audiovisual material can be a valuable strategy for improving the speaking skills of ESL online students. The method offers a fun and interactive approach to learning, leading to significant improvements in pronunciation accuracy, fluency, confidence, and cultural understanding. Further research is recommended to explore the long-term effectiveness of the Mimicry Method and its potential application in various ESL learning contexts.

## 2.12 Recommendations

Given the positive outcomes and insights gained from this research, several recommendations can be made to further enhance EFL students' speaking skills using the mimic method, especially considering its implementation in virtual online sessions. First, it is essential to incorporate consistent mimicry exercises into the online language learning curriculum. This involves selecting high-quality audiovisual content that features native speakers in a variety of

scenarios and accents. Regular engagement in mimicry allows students to progressively improve their pronunciation, intonation, and overall speech precision, even in a virtual environment.

Creating a supportive and low-stress virtual environment for practice is also important. Facilitating constructive feedback from both peers and instructors during online sessions can help students refine their speaking skills without the fear of making mistakes. Utilizing virtual breakout rooms for small group practice and feedback sessions can replicate the supportive setting of a physical classroom, fostering confidence and encouraging students to explore new language patterns and expressions, ultimately resulting in more fluid and natural communication.

Additionally, incorporating a diverse range of audiovisual materials that reflect various cultural contexts is crucial, especially in an online format where access to diverse resources is readily available. This exposure helps students grasp and apply cultural nuances, idiomatic phrases, and non-verbal communication, making their speech more contextually appropriate. Choosing materials that are engaging and relevant to students' interests can further boost their motivation and participation in virtual mimicry activities.

Finally, it is important to regularly assess students' progress and adapt mimicry activities to meet their evolving needs in the online setting. Pre- and post-assessments conducted virtually can provide valuable insights into students' improvements and highlight areas requiring further attention. By customizing mimicry exercises to address specific challenges and build on students' strengths, educators can enhance the effectiveness of this method and ensure ongoing advancement in their speaking abilities, regardless of the online format.

# Chapter III – Outreach Component

## Strengthening EFL-Young Learners' Reading Comprehension through E-Learning Based Gamified Activities

### 3.2 Introduction

The ability to read and write fluently is more crucial than ever in today's information-driven society. However, standardized test scores and classroom observations reveal a concerning decline in reading comprehension and writing proficiency among adolescents and pre-adolescents. This can impede academic progress, limit critical thinking skills, and hinder future career prospects. Traditional classroom instruction, while valuable, struggles to capture the full attention and enthusiasm of this digital-native generation.

In this sense, gamification in education involves strategically integrating game-like elements such as points, badges, leaderboards, and challenges into the learning process. Mounting evidence suggests that gamification can significantly boost student motivation, engagement, and knowledge retention across various subjects.

Focusing on young learners is particularly important as this age group represents a critical window for literacy development. Building a strong vocabulary foundation and mastering sentence construction are essential building blocks for future reading comprehension and writing skills.

E-learning platforms offer a unique solution by providing an engaging and interactive environment. Students can learn at their own pace, revisit materials for reinforcement, and benefit from a more personalized learning experience. By incorporating gamification elements,

these platforms have the potential to transform the act of learning vocabulary and sentence structure from a mundane task into a fun and rewarding experience.

Consequently, by embracing innovative approaches like gamified e-learning platforms, we can address the decline in literacy skills among young learners. These platforms can reignite student interest in reading and writing, fostering a love for language and equipping them with the essential tools for success in the information age.

### 3.3 Justification

The decline in literacy skills poses a significant challenge, especially for adolescents and pre-adolescents learning English as a Second Language (ESL). Traditional classroom methods may struggle to capture this digital-native generation's attention and enthusiasm.

On one hand, gamified e-learning platforms offer a unique advantage. By strategically integrating game-like elements such as points, badges, and leaderboards, these platforms can significantly boost student motivation and engagement. Research suggests gamification can enhance knowledge retention across various subjects, making the learning process more fun and rewarding. This is particularly crucial for ESL learners, who may find traditional methods repetitive or discouraging.

On the other hand, virtual spaces of practice within the e-learning platform provide a safe and engaging environment for students to experiment and develop their skills. These spaces can be designed to mimic real-world scenarios, allowing students to practice reading and writing in a contextually relevant way. This promotes active learning and fosters collaboration with peers, further enhancing the learning experience.

Additionally, e-learning platforms offer personalized learning paths, catering to individual learning styles and needs. Young learners often demonstrate a natural affinity for technology. By leveraging this digital interest, gamified e-learning can transform ESL reading and writing from a challenging task into an enjoyable and effective learning experience.

Gamification, a rapidly evolving educational approach, is transforming the learning experience by incorporating elements commonly found in games. As (Deterding, Dixon, Khaled, & Nacke, 2011) stated, gamification involves the strategic use of game design elements in non-game contexts, such as education. Similarly, (Rayan & Watted, 2024) described gamification as the process of integrating game elements like points, badges, leaderboards, and challenges into traditional teaching methods. Thus, gamification focuses on applying game design principles to redefine the learning experience itself.

By incorporating elements of play and competition, gamification can boost student engagement and motivation. Points, badges, and leaderboards provide a sense of accomplishment and healthy competition, encouraging students to actively participate in the learning process. The use of challenges and quests can transform tasks from mundane routines into exciting adventures, fostering a sense of purpose and achievement. Furthermore, gamification can promote collaboration and teamwork through group challenges and cooperative learning activities.

In conclusion, gamification presents a powerful tool for transforming the educational landscape. By incorporating engaging game elements, e-learning platforms can significantly enhance student motivation, knowledge retention, and collaboration across various subjects. This approach is particularly well-suited for young learners, who often demonstrate a natural affinity for technology. By leveraging this digital interest, gamified learning can transform not just ESL

education, but the entire learning experience, making it more enjoyable, effective, and ultimately, successful.

## 3.4 Objectives

### *3.4.1 General Objective*

To reinforce EFL young learners reading comprehension through E-Learning Based Gamified spaces of practice.

### *3.4.2 Specific Objectives*

- To explore EFL young learners' perceptions and experiences using e-learning platforms with gamified elements for literacy development.
- To evaluate the effectiveness of gamified e-learning on reinforcing EFL young learners' reading comprehension.

## 3.5 Methodology

This project was developed over the course of nine weeks and throughout the following two stages:

A creation stage dedicated to designing e-learning-based didactic gamified material. The chosen platform called Gimkit, which can be used in any classroom to introduce or review concepts. The live gameplay is fast-paced and engaging, but when it's assigned for independent practice, Gimkit functions more like flash cards. It can also import existing question sets from other flash card platforms or a spreadsheet. Students can also build a kit in minutes by submitting their own questions using the KitCollab feature. This makes it easy to insert an interactive review game into a lesson with minimal prep. Teachers can also use the assignments feature to give

homework. Teachers set a due date, and students work through the kit at their own pace, answering questions until they reach a set goal.

An interaction stage that requires implementing the strengthening activities, which consist in assigning a reading exercise, explore and explain unknown vocabulary, expressions, and grammar structures. After finishing the reading activity, students engage in a practical activity by enrolling in a Gimkit game match, in which they will have to answer questions related with the reading exercise, and the explanation, to recover energy and be able to continue playing. During this time, data will be collected through free unstructured observations all over the course of the application activities.

### 3.6 Population

Participants of this component are children from 9 to 15 years of age, from 3rd grade to 10th grade, coming from four different public and private educational institutions; divided into two groups, the first one with a total of 15 children, 2 females, 13 males, from 9 to 10 years of age; and the second one, with a total of 8 children, 5 females, 3 males, from 11 to 15 years of age.

### 3.7 Schedule

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| May 2024 | 6 | 7 **First Encounter – Tuesdays Group** | 8 **First Encounter – Wednesdays Group** | 9 | 10 | 11 | 12 |
| | **13** | **14 Second Encounter – Tuesdays Group** | **15 Second Encounter – Wednesdays Group** | **16** | **17** | **18** | 19 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **20** | **21**<br>**Third Encounter – Tuesdays Group** | **22**<br>**Third Encounter – Wednesdays Group** | **23** | **24** | **25** | 26 |
| | **27** | **28**<br>**Fourth Encounter – Tuesdays Group** | **29**<br>**Fourth Encounter – Wednesdays Group** | **30** | **31** | **1** | 2 |
| June 2024 | **3** | **4** | **5** | **6** | **7** | **8** | 9 |
| | **10** | **11**<br>**Fifth Encounter – Tuesdays Group** | **12**<br>**Fifth Encounter – Wednesdays Group** | **13** | **14** | **15** | 16 |
| | **17** | **18**<br>**Sixth Encounter – Tuesdays Group** | **19**<br>**Sixth Encounter – Wednesdays Group** | **20** | **21** | **22** | 23 |
| | **24** | **25**<br>**Seventh Encounter – Tuesdays Group** | **26**<br>**Seventh Encounter – Wednesdays Group** | **27** | **28** | **29** | 30 |
| July 2024 | 1 | 2<br>**Closure** | 3 | 4 | 5 | 6 | 7 |

*Table 10. Schedule Outreach Component*

## 3.8 Conclusions

This component dealt with the potential of gamified e-learning platforms to strengthen reading comprehension in young EFL learners. Students aged 9 to 15 from four public and private institutions participated, divided into two age groups.

The nine-week project consisted of two stages. The creation stage involved designing gamified e-learning materials using Gimkit. Gimkit allowed for both live, fast-paced gameplay and independent practice similar to flashcards. It offered teachers flexibility to import existing question sets or create custom quizzes.

The interaction stage involved implementing strengthening activities. Students engaged in reading exercises, explored unknown vocabulary and grammar structures, and participated in Gimkit games related to the reading content. Unstructured observations were conducted throughout this stage to collect data.

By analyzing students' development, the outcomes offered valuable insights into the potential of gamified e-learning to address the decline in literacy skills among young EFL learners, specially, their reading comprehension. If the findings demonstrated positive impacts on student engagement, motivation, and ultimately, reading comprehension skills, gamified e-learning platforms like Gimkit could have become a valuable tool for educators.

Future research could expand on this project by including larger and more diverse participant pools. Additionally, employing a mixed-methods approach that combined quantitative data analysis with qualitative interviews or surveys could have provided a more comprehensive understanding of the students' experiences and learning outcomes.

Overall, this project highlighted the potential of gamified e-learning as a promising approach to enhance EFL young learners' reading comprehension skills and foster a love for language learning in the digital age.

## Chapter IV – Intra-Institutional Activities Component

### 4.1 Introduction

A critical component of pre-service teacher training is participation in intra-institutional activities. These activities offer a unique learning environment that complements traditional academic coursework. By immersing themselves in the daily life of the educational institution, pre-service teachers gain invaluable insights into the school's culture, functioning, and dynamics. This fosters a deeper understanding of the context in which they will eventually work.

Engaging in intra-institutional activities allows pre-service teachers to establish professional relationships with educators at various levels, including faculty members, administrators, and current teachers. This network of contacts fosters a sense of belonging and integration into the teaching team. Additionally, interacting with students directly provides pre-service teachers with firsthand knowledge of their needs and interests. This information can be used to develop more effective pedagogical strategies that cater to the specific student population.

Furthermore, intra-institutional activities may present opportunities for pre-service teachers to participate in ongoing research or educational innovation projects. Such involvement enriches their training by exposing them to real-world applications of theory and research. Finally, consistent participation in these activities demonstrates a pre-service teacher's commitment to the institution and their own professional development. This dedication can be valued by colleagues and superiors, potentially influencing future professional development opportunities.

In conclusion, the intra-institutional activities component provides pre-service teachers with a comprehensive learning experience. Through participation, they gain insights into the

school's operations, build professional relationships, explore new methodologies, and contribute to research efforts. This ultimately equips them with a deeper understanding of the educational environment and fosters their professional development.

### 4.2 Justification

The intra-institutional activities component offers a practical and enriching learning experience for pre-service teachers. By actively engaging in the planning and implementation of activities within a real educational community, pre-service teachers can apply the theoretical knowledge and pedagogical skills acquired during their academic studies. This application fosters the development of essential skills like leadership, teamwork, and project management – all of which are highly beneficial for a future teaching career.

Furthermore, this component facilitates the creation of a professional network within the educational community. Pre-service teachers can establish meaningful connections with experienced educators and school leaders. These connections offer invaluable benefits for ongoing professional development. Through these relationships, pre-service teachers gain access to a wealth of knowledge, experience, and resources that contribute to their growth as effective educators. Additionally, pre-service teachers bring fresh perspectives and innovative approaches to the table, potentially contributing to improved educational quality within the school community.

In essence, the intra-institutional activities component is justified by the opportunities it offers for pre-service teachers to acquire valuable practical experience, develop essential pedagogical skills, build professional relationships, and contribute to the mutual benefit of both the pre-service teachers and the educational community they are entering.

## 4.3 Objectives

### *4.3.1 General Objective*

To provide pre-service teachers with opportunities to bridge the gap between theory and practice by actively engaging in the educational institution's activities.

### *4.3.2 Specific Objectives*

- To foster the development of essential professional skills in pre-service teachers, such as leadership, teamwork, and project management, through their participation in the planning and implementation of intra-institutional activities.
- To facilitate the creation of a professional network for pre-service teachers by encouraging interactions and relationship building with faculty members, administrators, current teachers, and students within the educational institution.

## 4.4 Methodology

The project methodology focused on immersing the trainee teacher in the full spectrum of school life through attending and recording intra-institutional events. This involved active observation, note-taking, and self-reflection. Additionally, the trainee sought external feedback to critically review their practices. Through a dedicated logbook, the trainee documented experiences, reflected on their meaning, and leveraged external feedback to fuel continuous improvement and professional growth.

This multi-faceted approach fostered a rich learning environment. By actively engaging in school activities and reflecting on them through detailed notes and self-evaluation, the trainee teacher gained firsthand experience and critical insights. The external feedback loop, facilitated by the logbook entries, provided valuable perspectives and guidance for improvement. This

combination of immersion, reflection, and external input allowed the trainee teacher to develop a comprehensive understanding of the complexities of the profession and refine their teaching practices throughout the project.

### 4.5 Schedule

| Intra Institutional Component Chronogram | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Month** | **April** | | | | **May** | | | | **June** | | | | **July** | | | |
| **Week** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| **Activity** | | | | | | | | | | | | | | | | |
| **Meditation Space** | | | **X** | | | | | | | | | | | | | |
| **English Song Festival** | | | | **X** | | | | | | | | | | | | |
| **Tenth Departmental Meeting of Research Seedbeds** | | | | | **X** | | | | | | | | | | | |
| **Educators' English Tutoring** | | | | | | | | | | **X** | **X** | | | | | |

*Table 11. Intra-Institutional Component Chronogram*

## 4.6 Conclusions

The intra-institutional activities component aimed to provide the pre-service teacher with a comprehensive learning experience that complemented their academic coursework. This was achieved through active participation in the school's daily life and documented reflections on those experiences.

By immersing themselves in the school environment, the pre-service teacher gained firsthand insights into the school's culture, operations, and student needs. This practical experience complemented the theoretical knowledge acquired in coursework, bridging the gap between theory and practice.

Participating in various activities allowed the pre-service teacher to develop essential professional skills like leadership, teamwork, and project management. These skills proved crucial for success in a teaching career. Through interactions with faculty, administrators, current teachers, and students, the pre-service teacher began building a professional network within the educational community. This network could provide valuable mentorship and future professional development opportunities.

The methodology involved active participation. The pre-service teacher actively participated in a variety of school activities, observing classroom lessons, assisting teachers with administrative tasks, and potentially participating in extracurricular events. To document their experiences, reflections, and learnings from each activity, the pre-service teacher maintained a dedicated journal. This involved detailed notes, self-evaluation, and incorporating any external feedback received.

This multi-faceted approach fostered a rich learning environment. Active participation provided practical experience, while the reflective journal encouraged critical analysis and self-improvement. By the end of the practicum, the pre-service teacher had gained a deeper understanding of the educational environment and honed their teaching skills through practical experience and reflection.

# Chapter V – Reflective Component

## 5.1 Main Objective

- To assess how the use of reflective journals contributes to the development of self-assessment, self-awareness, and critical thinking skills during this practicum experience while developing the presented proposal at Universidad Nacional Abierta y a Distancia.

## 5.2 Methodology

Nurturing self-reflection in educators is a complex endeavor, aiming to build self-awareness, critical analysis, and continuous professional development. To achieve this, a multifaceted approach incorporates various tools and strategies, empowering educators on their path of self-discovery.

A core element of this methodology is the reflective journal. It serves as a structured space for educators to chronicle their teaching experiences, including insights gained and obstacles encountered. By engaging with these journals, educators embark on a journey of introspection, dissecting their teaching strategies, classroom environments, and student interactions.

Thus, in order to develop this component, the proposed and developed methodology consists in documenting a series of field diaries comprised in weekly narratives in which the researcher reflects on his experience throughout the development of each week's correspondent activities.

## 5.3 Conclusions

After developing the proposed methodology and completing the practicum in almost its entirety, it is certain for the pre-service teacher in charge of the current proposal that this reflective component served as a means to not only document the process but to express the compound of feelings and emotions evoked throughout each week as well as each stage of the required activities, duties, assignments, and workshops.

## Chapter VI - Project's Conclusions

This practicum project explored various innovative approaches to enhance learning experiences for UNAD's students from different semester levels. The project consisted of four distinct components, each contributing valuable findings.

One component investigated the effectiveness of using the Mimicry Method with audiovisual materials to improve the speaking skills of adult ESL online learners. The findings demonstrated that this method is a valuable tool, leading to significant advancements in pronunciation accuracy, fluency, and overall confidence in speaking English. Students found the method engaging and effective in promoting smoother, more natural speech. Exposure to authentic language through audiovisual materials fostered a deeper understanding of cultural nuances. Further research with larger groups and longer durations is recommended to explore the long-term impact of this method.

Another component focused on the potential of gamified e-learning platforms like Gimkit for improving reading comprehension in young EFL learners. The methodology outlined a process to evaluate the impact on grammar, student perceptions, and the effectiveness of gamified elements for vocabulary acquisition and sentence construction. Throughout the implementation of the proposed activities and after completing the encounters for this component, an overall improvement in children's oral comprehension, vocabulary acquisition and formulation of sentences, was evidenced in their utterances when participating and interacting with the educator and with each other. Future research with larger and more diverse participant pools, employing a mixed-methods approach, could provide valuable insights into the effectiveness of this approach.

The project also explored the benefits of practical experience for pre-service teachers. Through active participation in the school environment, a pre-service teacher gained valuable insights into school operations, student needs, and professional skill development. This bridged the gap between theory and practice, complementing academic coursework with firsthand experiences. Additionally, the component facilitated the development of essential professional skills like leadership, teamwork, and project management, along with building a professional network within the educational community.

Finally, the project highlighted the importance of reflection for pre-service teacher development. Maintaining a reflective journal throughout the practicum proved to be a beneficial tool. It allowed for self-evaluation, critical analysis of experiences, and documentation of the learning process and emotional journey.

Overall, this multifaceted practicum project explored and demonstrated the effectiveness of various innovative approaches in enhancing learning experiences for different student populations. The project provided valuable insights into the benefits of the Mimicry Method for ESL learners, the potential of gamified e-learning platforms, and the importance of practical experience for pre-service teachers.

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## Annexes

| Component | Encounter | Annexes |
|---|---|---|
| **Research Component** | **First Encounter - Thursday, May 9th** | -Encounter's Planner |
| | | -First Survey |
| | | -First Questionnaire |
| | | -Employed Audiovisual Material |
| | | -First Journal Entry |
| | | -Encounter Evidence |
| | **Second Encounter - Thursday, May 23rd** | -Encounter's Planner |
| | | -First Employed Audiovisual Material |
| | | -First Video's Script |
| | | -Second Employed Audiovisual Material |
| | | -Second Video's Script |
| | | -Encounter Evidence |
| | **Third Encounter - Thursday, June 13th** | -Encounter's Planner |
| | | -Employed Audiovisual Material |
| | | -Video's Script |

| | | |
|---|---|---|
| | | -Encounter Evidence |
| | **Fourth Encounter - Monday, June 17th** | -Encounter's Planner |
| | | -First Employed Audiovisual Material |
| | | -Second Employed Audiovisual Material |
| | | -Encounter Evidence |
| | | -Second Journal Entry |
| **Outreach Component** | **First Encounter – Tuesdays Group - Tuesday, May 7th** | -Encounter Planner |
| | | -First Employed Material |
| | | -First Employed Audiovisual Material |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **First Encounter – Wednesdays Group - Tuesday, May 8th** | -Encounter Planner |
| | | -First Employed Material |
| | | -First Employed Audiovisual Material |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | | -Encounter Planner |

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| | **Second Encounter – Tuesdays Group - Tuesday, May 14th** | -Questionnaire |
| | | -Employed Audiovisual Material |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Second Encounter – Wednesdays Group - Wednesday, May 15th** | -Encounter Planner |
| | | -Questionnaire |
| | | -Employed Audiovisual Material |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Third Encounter – Tuesdays Group - Tuesday, May 21st** | -Encounter Planner |
| | | -Reading Worksheet |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Third Encounter – Wednesdays Group - Wednesday, May 22nd** | -Encounter Planner |
| | | -Reading Worksheet |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Fourth Encounter – Tuesdays Group - Tuesday, May 28th** | -Encounter Planner |
| | | -Employed Audiovisual Material |

| | | |
|---|---|---|
| | | -First Worksheet |
| | | -Second Worksheet |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Fourth Encounter – Wednesdays Group - Wednesday, May 29th** | -Encounter Planner |
| | | -Employed Audiovisual Material |
| | | -First Worksheet |
| | | -Second Worksheet |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Fifth Encounter – Tuesdays Group - Tuesday, June 11th** | -Encounter Planner |
| | | -Reading Worksheet |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | **Fifth Encounter – Wednesdays Group - Wednesday, June 12th** | -Encounter Planner |
| | | -Reading Worksheet |
| | | -Gamified Activity |
| | | -Encounter Evidence |
| | | -Encounter Planner |

| | | |
|---|---|---|
| | **Sixth Encounter – Tuesdays Group - Tuesday, June 18th** | |
| | | -**Employed Audiovisual Material** |
| | | -**Reading Worksheet** |
| | | -**Gamified Activity** |
| | | -**Encounter Evidence** |
| | **Sixth Encounter – Wednesdays Group - Wednesday, June 19th** | -**Encounter Planner** |
| | | -**Employed Audiovisual Material** |
| | | -**Reading Worksheet** |
| | | -**Gamified Activity** |
| | | -**Encounter Evidence** |
| **Intra-Institutional Component** | **English Song Festival – Thursday, April 25th** | -**Evidence** |
| | **Educators' English Tutoring – June 10-14** | -**Evidence** |
| **Reflective Component** | **Weekly Narratives** | -**Evidence** |