



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

**Proyecto de Investigación previo a la obtención del Título de Licenciada en
Ciencias Humanas de la Educación Mención Inglés.**

THEME:

“Shadowing Strategy and Speaking Skill”

AUTHOR: Vaca Rivera Erika Jimena

TUTOR: Lcda. Mg. Cristina del Rocío Jordán Buenaño

Ambato – Ecuador

2019

A. PRELIMINARY PAGES

SUPERVISOR APPROVAL

CERTIFY:

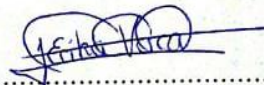
I, Lcda. Mg. Cristina del Rocío Jordán Buenaño, with I.D number 1804010500, in my capacity as supervisor of the Research dissertation on the topic: **"SHADOWING STRATEGY AND SPEAKING SKILL"** investigated by the student Vaca Rivera Erika Jimena with I.D number 1804358438 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



Lcda. Mg. Cristina del Rocío Jordán Buenaño
1804010500
SUPERVISOR

DECLARATION PAGE

I, Erika Jimena Vaca Rivera with I.D. No. 1804358438, confer the rights of this undergraduate dissertation **“SHADOWING STRATEGY AND PEAKIG SKILL”**, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without profit.



.....
Erika Jimena Vaca Rivera
1804358438
AUTHOR

APPROVAL OF THE DIRECTIVE COUNCIL

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “SHADOWING STRATEGY AND SPEAKING SKILL” which is held by Erika Jimena Vaca Rivera undergraduate student from Carrera de Idiomas academic period September 2019 – February 2020 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January, 2020.

REVISION COMMISSION



Lcda. Mg. Marbella Escalante

I.D. 1802917250

REVISER

|



Lcda. Mg. Sarah Iza

I.D. 0501741060

REVISER

DEDICATION:

First of all, I thank God for giving me the opportunity to finish my career. Also, I want to thank to my parents who are very important in my life, for trusting, believing in my expectations, and for inspiring me to achieve my goals. To my sister Gabriela, who motivated and encouraged me to accomplish everything that I have proposed.

And finally, to my husband and daughter who are the engine of my life, my impulse to continue and fight to achieve my dreams, and obtain a better future together.

Erika

ACKNOWLEDGEMENTS:

To God who give me life and health for making my dreams come true. To my parents for supporting and being with me through this process. To all teachers from Carrera de Idiomas mainly the teacher who guided my research work Lcda. Mg. Cristina Del Rocío Jordán Buenaño, because she gave me her support and motivation during this process.

Erika

TABLE OF CONTENTS

A. PRELIMINARY PAGES.....	ii
SUPERVISOR APPROVAL.....	ii
DECLARATION PAGE.....	iii
APPROVAL OF THE DIRECTIVE COUNCIL.....	iv
DEDICATION:.....	v
ACKNOWLEDGEMENTS:.....	vi
TABLE OF CONTENTS.....	vii
INDEX OF TABLES.....	viii
INDEX OF FIGURES.....	ix
ABSTRACT.....	x
B. CONTENTS.....	11
CHAPTER I.....	11
THEORETICAL FRAMEWORK.....	11
1.1. Investigative background.....	11
1.2. Technical - Scientific foundation.....	15
1.3. Objectives.....	21
CHAPTER II.....	22
METHODOLOGY.....	22
2.1 Resources.....	22
2.2 Methods.....	22
CHAPTER III.....	24
RESULTS AND DISCUSSION.....	24
3.1. Analysis and discussion of the results.....	24
3.2. Hypothesis verification.....	45
CHAPTER IV.....	50
CONCLUSIONS Y RECOMMENDATIONS.....	50
4.1 Conclusions.....	50
4.2 Recommendations.....	51
C. REFERENCE MATERIALS.....	52
References.....	52
Annex 1. Survey applied to teachers.....	54
Annex 2. Survey applied to students.....	55
Annex 3. Urkund Analysis Result.....	56

INDEX OF TABLES

Table 1: Use of English.....	25
Table 2: Pronunciation and intonation	26
Table 3: Difficulty practicing the speaking.....	27
Table 4: Speaking is important	28
Table 5: Activities focus on speaking	29
Table 6: Teaching speaking	30
Table 7: Strategy	31
Table 8: Shadowing strategy.....	32
Table 9: Shadowing contributes to speaking	33
Table 10: Motivation.....	34
Table 11: Any strategy for teaching speaking	35
Table 12: Pronunciation and intonation play an important role in communication.....	36
Table 13: Students have difficulty practicing speaking	37
Table 14: Speaking skill development is important.....	38
Table 15: Activities focuses on speaking skill.....	39
Table 16: Speaking should be mote interactive	40
Table 17: Students` pronunciation and intonation	41
Table 18: Use of shadowing strategy	42
Table 19: Shadowing strategy.....	43
Table 20: Shadowing strategy motivates students	44
Table 21: Chi-squared.....	46
Table 22: Observed frequencies.....	47
Table 23: Expected frequencies	48
Table 24: Chi Square calculation	49

INDEX OF FIGURES

Figure 1: Use of English	25
Figure 2: Pronunciation and Intonation	26
Figure 3: Difficulty practicing the speaking	27
Figure 4: Speaking is important.....	28
Figure 5: Activities focus on speaking.....	29
Figure 6: Teaching speaking	30
Figure 7: Activities focus on speaking.....	31
Figure 8: Shadowing strategy	32
Figure 9: Shadowing contributes to speaking	33
Figure 10: Motivation	34
Figure 11: Any strategy for teaching speaking	35
Figure 12: Pronunciation and intonation is important.....	36
Figure 13: Students have difficulty practicing speaking.....	37
Figure 14: Speaking skill development is important.....	38
Figure 15: Activities focuses on speaking skill	39
Figure 16: Speaking should be mote interactive	40
Figure 17: Students` pronunciation and intonation.....	41
Figure 18: Use of shadowing strategy.....	42
Figure 19: Shadowing strategy	43
Figure 20: Shadowing strategy motivates students.....	44

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

THEME: “Shadowing Strategy and Speaking Skill”

AUTHOR: Erika Jimena Vaca Rivera

TUTOR: Lcda. Mg. Cristina del Rocío Jordán Buenaño

ABSTRACT

Speaking is one of the most important and difficult skills to be developed in language learning. For this reason, this research work allows to know about shadowing strategy in order to improve the speaking skill. The main objective of this investigation was to determine the influence of Shadowing strategy in the development of speaking skill of the English Language in the fourth semester from Pedagogy of National and Foreign Languages career at Technical University of Ambato. Furthermore, this investigation had a qualitative-quantitative approach and it used a descriptive methodology by applying surveys to 3 teachers and 30 students in order to get important data for the investigation process. Once the data was collected, this information was tabulated and represented in graphics. Then, it was analyzed. Finally, the results obtained from the surveys carried out on students and teachers helped to conclude that shadowing strategy influences in the development of speaking skill

Keywords: speaking skill, shadowing strategy, language learning, qualitative-quantitative approach.

B. CONTENTS

CHAPTER I THEORETICAL FRAMEWORK

1.

1.1. Investigative background

Each research and paper mentioned in this work serve as the basis for an in-depth analysis of use of shadowing strategy in the development of speaking skill. It is important to mention that the selected researches contain themes similar to this project, carried out by professional graduates.

The first research article made by (Hsieh, 2013) with the topic “ **A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction**” the objective was *to find out whether shadowing technique from interpretation practice can be used to promote English intonation acquisition*. To achieve propose of that work, this research work was developed with 14 non-English students from National Taiwan University. They were divided into control and experimental groups. As a conclusion the author stated that; Shadowing strategy helped to improve students in their pronunciation, fluency, and intonation.

The mentioned article contributed significantly to the present work, because it had a similarity with the theme and the results were very beneficent to students who were using Shadowing strategy.

Another research work carried out by (Cahyaningsih, 2019) titled “ **The Effectiveness Of Using Imitation And Shadowing Technique By English Transcript Video On Students' Speaking Skill At Eighth Grade Of Mtsn 2 Trenggalek**” As a main objective *was to find out the students' speaking achievement after being taught by using Imitation and Shadowing Technique by English Transcript Video*. The author concluded that the use of the shadowing technique helped to students improve the speaking skill and it made students practiced their speaking in an enjoyable way.

This research clearly demonstrated how effective was shadowing strategy in developing the speaking skill. So, it showed how this strategy motivated the students to learn English.

The following research article made by (Fereshteh & Sajad, 2019) with the topic **“Effects of Shadowing and Tracking on Intermediate EFL Learners’ Oral Fluency”**. The present work studied the effects of using the shadowing and tracking on Iranian EFL learners' speaking fluency. This research work was developed with 60 female native speakers. Using experimental and control group. Finally, the authors concluded that this study had positive effects on developing oral fluency.

This article was very important in this work, because it showed the relationship between shadowing strategy and speaking skill. In addition, the results were very beneficent to students who used this strategy in order to improve their fluency.

Another significant contribution was the **“ Using ‘A Shadowing’ Technique’ to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners”**, elaborated by (Hamzah Md & Miko, 2010). The principal objective was to *examine the difficulties in pronouncing English*. To achieve this objective, this research used Shadowing Technique to improve their spoken English rhythms. This study was applied to four Japanese adult English learners. The author concluded that the study was satisfactory because students could pronounce each word correctly so, they were able to follow the natural flow of speech.

The mentioned article contributed significantly in this project because it had important information that could be used as a guide for the development of this present investigation. So, this research showed that this strategy is of great help to improve the pronunciation.

After the analysis of these researches, they allowed to know the advantages of using the Shadowing strategy. One of these advantages is that it helps to improve the speaking’s sub skills such as: fluency, pronunciation and intonation. All these researches contributed positively with this investigation because these helped us to recognize the importance of Shadowing strategy.

In the following researches, there are some alternatives to be able to know about the dependent variable. It is "speaking skill"

One of these researches about speaking skill is titled "**An Analysis of Factors Influencing Learners' English Speaking Skill**" elaborated by **(Leong & Ahmadi, 2016)** in which the purpose was *to establish the need to focus on the factors affecting on language learners' English speaking skill*. This paper was concerning the term speaking, the importance, characteristics of speaking, speaking problems, and factors affecting speaking performance. The results of this paper indicated that students with a low motivation have many problems in speaking skill and the students with high motivation can speak easily. So, it mentioned that teachers should give their students more opportunities to speak English in the classroom through using some speaking tasks or activities that help them to improve their speaking skill.

This article contributed effectively to this work, because it clearly demonstrated some factors influencing students' English speaking skill, So, it showed the importance of speaking skill.

Another significant contribution was the "**Speaking Difficulties Encountered by Young EFL Learners**" elaborated by **(Al Hosni, 2014)**. As a main objective was *to find out what speaking difficulties*. It was developed with grade 5 students in basic education schools in Oman. This study used three research instruments such as: lesson observations, interviews, and curriculum analysis. Furthermore, the author concluded that the speaking difficulties were the following: mother tongue use, the lack of vocabulary, the lack of the grammar structures and students are afraid to make mistakes in front of their classmates. For this reason, they don't want to speak in an English class.

The mentioned research project contributed positively to the present work, because it showed the difficulties that students have when they are speaking. This study demonstrated the importance of teaching speaking. To develop this work, we first need to know the circumstances in which problems are constructed. For this reason, this research helped to know the real nature of those problems.

Finally, “**Developing EFL Learner’s Speaking Ability, Accuracy and Fluency**” is an article made by (Derakhshan, Khalili, & Beheshti, 2016) in which the purpose was to provide readers with interesting materials to improve their speaking abilities. This research reviewed some activities to promote the speaking skill accurately and fluently such as: role play, imitation and dialogues. The conclusions recognized that speaking is one of the most important components of communication. Also, it gave some solutions for teachers to apply more effective methods with their students in order to improve their speaking skill.

This study determined that speaking skill is not a simple process. It requires practice and motivation. In addition, it contributed with this work because it allowed to know how the teachers have to create appropriate environment in the classroom that encourages their students to take part in classroom conversations. And so, they can develop their speaking skill in a good way.

In all these investigations, shadowing strategy influenced in the development of one of the speaking’s sub-skills. So, each research had a specific purpose that helped to recognize the importance of using shadowing strategy in order to improve the speaking skill in the process of learning English in students of all ages. But, this present study has something different. It means that this work is original because it focused on investigating if Shadowing strategy influenced in the correct use of the rhythm and intonation when students are speaking.

1.2 Technical - Scientific foundation

Independent variable: Shadowing strategy

Language Learning

Learning is the acquisition of knowledge or ability through the use of experience. (Davies, 2010). So, learning occurs when the students acquire knowledge of a topic through processing information by reading, listening, thinking, memorizing facts, relating new facts to existing knowledge, analyzing problems, acquiring psychomotor skills (Snell, 2014). Language learning is a process when a student acquires knowledge in which student learns rules of grammar, vocabulary and idioms as a native speaker does. In addition, students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world.

Learning strategies

Learning strategies are techniques that these help to make learning easier and help learners to understand in a better way. These strategies are useful to solve a problem and develop our own knowledge using a particular set of skills (Arellano, 2017). Some other definition on learning strategies focusing on processes that are selected by learners and which may result in actions taken to enhance the learning or use of a second language through the, retention, recall, and application of the information about language. According to Oxford (1990) learning strategies are specific actions that these make learning easier, faster, more enjoyable, and more effective in order to learn a new language.

Speaking Strategies

The most important thing in teaching speaking is creativity of the teachers to prepare speaking strategies that students enjoy to use in order to learn in the better way. (Brown, 2007), gives some strategies as follows:

1. Interviews
2. Guessing games
3. Discussions
4. Role plays
5. Dialogue

(Harmer, 2007), states some strategies. They are the following:

1. Telling stories
2. Students presentations
3. Debates

(Lambert, 1992), gives one useful strategy. Shadowing strategy is a new strategy which is used widely and it helps to improve the listening comprehension and the fluency of learners' oral performance. This researcher defined shadowing as a paced, parrot-style auditory tracking task, conducted with headphones. The shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible at the same time that they hear it. **(Zakeri, 2014)** Shadowing sometimes goes by other names, such as shadow talking, shadow speaking, mimicking, tracking echoing. So, he also states that there are some meanings about this strategy as follows:

1. Shadowing isn't listening and repeating.
2. Shadowing isn't mumbling sounds.
3. Shadowing is saying what you hear as soon as you hear it.
4. Shadowing is listening without reading and repeating it immediately.
5. Shadowing is saying what you hear without knowing it before.
6. Shadowing is trying to make clear speaking sounds.

Shadowing for Speaking

Shadowing is the best strategy that students to have more natural pronunciation and intonation. This strategy is when learner repeats after the speakers. So, students listen to something and they repeat after to apply the shadowing strategy students need to have some audio material.

Using shadowing helps learners pay attention to oral input. Also, it makes to work memory. **Luster (2005)** states that “shadowing”, which means repeating what a speaker says, may be well known as an exercise for simultaneous interpreting, but this technique is also an excellent way of teaching English may be well known as an exercise for simultaneous interpreting, but this technique is also an excellent way of teaching English. The students can use this strategy by themselves at home or teachers can implement it in the classroom in teaching speaking.

Types of shadowing

According to (**Hamzar, 2014**), there are 6 types of shadowing. They are:

1. Full shadowing: Say everything listeners hear. This type use it in the class, not in the real world.
2. Slash shadowing: It is like full shadowing but with pauses. It is easier than full shadowing.
3. Key words/ last words shadowing: Here, the listener says the most important words or the last words.
4. About you shadowing: listener says what hear.
5. Direct shadowing: the listener listens and repeats directly what the speaker says without looking at the script.
6. Indirect shadowing: the listener listens and repeats directly what the speaker says by looking at the script.

Shadowing advantages

According to (**Luster, 2005**), there are some ways of shadowing that help to improve the English language. First, this strategy helps to practice speaking or listening. Second, it gives lots of practice with sounds, rhythm, and stress patterns of English. Third, it helps to improve the speaking speed. Finally, it helps to improve the vocabulary and grammar. This strategy is very effective in order to teach and learn the English.

Dependent variable: Speaking skill

Oral communication

It is the process of expressing information between two or more people. That requires understanding what to say and how to say it. Furthermore, it requires some elements in order to have an oral communication. These are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc.

Oral communication skills

- The nature, purpose and characteristics of good conversation.
- Phonological forms to use in speech.
- Developing conversation skills with a sense of stress, intonation and meaning.
- Spoken language idioms
- Effective listening and attention to others
- Gestures and body language

Productive skill

There are two productive skills. These are speaking and writing skill because these skills allow to learners articulate words and write to produce the language. Learners express their feelings and thoughts by using productive skills. Speaking is a productive skill. It allows to express ideas and opinions, express a wish or desire to do something, solve problems or established social relations. So, speaking is the oral process to produce the language. **(Bashrin, 2013)**

Speaking

Definition of speaking

Some experts have many different definitions about speaking. It is better to analyze those definitions. **(Harmer, 2014)**, states that speaking skill is considered the most important skill in language learning. This skill allows humans to communicate a message, feeling, and an opinion. Speaking is a productive skill. It means that students produce the language.

In the classroom is really important develop the speaking skill because it facilitates the possibility of communicating.

(**Thornbury, 2007**), states that speaking is skill. This skill needs to be developed and practiced. So, it is an interactive process that allows to communicate a message with a group of people. (**Cornbleet, 2001**), says that speaking is a set of sounds dealing with words, phrases and sentences in order to form a meaning.

In addition, some researchers mention that the components of speaking are accuracy, fluency and comprehensibility. Accuracy is the correct use of grammar, vocabulary and pronunciation. Fluency is speaking without hesitation and pause. And finally, comprehensibility is to understand the general meaning or speaker's intention.

Speaking Sub-skills

According to (**Harmer & Arnold, 1978**), give some speaking sub-skills as follows:

1. Pronunciation

To become competent users of spoken English, learners have to improve their pronunciation. Their speaking will sound more confident more proficient, and easier to understand. (**Backley, 2015**) The pronunciation matters because if a learner has a poor pronunciation, it leads to misunderstandings even a breakdown in communication. However, if a learner has a good pronunciation, this provides a clear communication. So, listeners can understand without effort. Teaching pronunciation is carried out in different ways, some teachers prefer to teach pronunciation using drills, bottom up, games, etc. Each method or strategy uses in order to teach pronunciation depend on the teacher.

2. Using stress, rhythm and intonation

(**Solé, 1991**) Stress, rhythm and intonation are part of pronunciation. Stress is an increased loudness for a syllable in a word or in a word in a phrase, sentence and question. Rhythm is produced by the combination of stressed and unstressed syllables. Intonation is the pitch that is used to speak.

It means that English language has a wide pitch range that allows to speaker changes his/her pitch. It allows to rise or fall when expressing utterance. In English teaching, the study of pronunciation requires to practice different aspects such as: stress, rhythm and intonation. So, this sub-skills are important when speakers try to communicate something. They help to understand in a better way the message.

3. Using appropriate vocabulary

Learning new vocabulary not only help students to understand the meaning from the contexts, but this allows students to use the correct words in appropriate speaking situation communicatively. **(Haidari & Katawazai, 2019)**. For example, for students to master a language. They need to learn a certain level of vocabulary.

1.3 Objectives

The main objective of this project was to determine the influence of Shadowing strategy in the development of speaking skill of the English language. So, it has been decided to make the study in the fourth semester from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato. This investigation had three specific objectives which helped the researcher achieve the general objective.

The first specific objective was to sustain the importance of using Shadowing strategy in its application in the English language. To carry out with this objective, it required to analyze some articles and investigations. These research works helped to collect information that was used in order to achieve this goal. Furthermore, the objective took into account the opinions and theories published by some experts in the education field, whom have researched about shadowing strategy. The expert's opinions were important in order to analyze and understand this specific objective.

The second specific objective was to identify the Shadowing strategy used by the teachers for the development of the speaking skill of the English language. In this objective, this investigation needed to know if teachers apply different strategies in order to teach speaking. To know this information, it required to analyze the results of the teacher and student surveys. Also, it studied various articles or research works to recognize if shadowing is used or known by the teachers in their classroom.

The last specific objective was to analyze the use of shadowing strategy for improving the speaking skill. In this objective, it took some papers to investigate about the use of this strategy. The majority of these papers helped to analyze if shadowing strategy helped to improve all about speaking. Moreover, these investigations helped a lot of this research work to know the benefits of using this strategy. Finally, this project needed to analyze some answered questions of the surveys asked.

In conclusion, the purpose of this project was to analyze and investigate the influence of shadowing strategy in the development of students' speaking skill. And as a result, this strategy is beneficial in the teaching of the English language. Furthermore, to determine the compliance of this objective proposed in this investigation, the results have been analyzed by conducting surveys of students and teachers that have allowed us to obtain information to measure the influence of Shadowing strategy in speaking skill.

CHAPTER II

METHODOLOGY

2.1 Resources

To achieve this research work successfully, it required the following necessities resources. The participants were 30 students and 3 teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato. The average age of the students was between 19 and 21 years old. The native language of the participants is Spanish with a basic level of English in speaking skills. In order to collect and analyze information of the first variable, which is shadowing strategy, and the second variable, which is speaking skill. It needed to create a survey. It was adapted to the reality to which this study is focused. This consists of a scaled format that goes from "Always" to "Never". The validity of the scales is supported by an analysis of factors which supports the questionnaire.

2.2 Methods

2.2.1 Approach

This research was based on qualitative and quantitative approaches because these approaches helped to collect, analyze, interpret, and link data to answer whether shadowing strategy could achieve a significant progress in the development of speaking skills. In this work, qualitative approach was used to collect data because it used students' views through surveys. Quantitative approach was essential in this research because it reported reliability and validity of any research. It measured relationship of variables to set the truth. Using those element, the research could determine if Shadowing strategy had an impact on students' acquisition and it showed how influence shadowing strategy in the development of speaking skill using real data.

2.2.2 Basic Mode of Investigation

This research was carried out based on the field and bibliographic research. Field research, because it allowed to collect data in the place of the facts with all the involved ones from Pedagogía de los Idiomas Nacionales y Extranjeros career. In addition, this research aimed to obtain important information about the problem and to achieve the project's objectives. Bibliographical research because, the project took information from books, magazines, articles, among others. Furthermore, this research had concepts from different authors about Shadowing strategy and speaking skill.

2.2.3 Level or Type of Investigation

This project was exploratory and descriptive investigation.

2.2.3.1 Exploratory investigation

This type of research served to reflect a general vision about what is happening with the teaching learning process. It took information about how shadowing strategy is well accepted in students to develop their speaking skills. So, it facilitated the collection of information related to shadowing strategy and speaking skill, requiring the researcher to have the creative capacity to collect reliable data through the application of instruments that supported for decision making.

2.2.3.2 Descriptive investigation.

Descriptive investigation was mainly based on techniques such as interviews and surveys. This research was descriptive because it used surveys in order to interpret information and analyze the causes and effects from the two variables of the research topic. In this way, it discovered and verify the possible association between both research variables.

2.4 Population and Sample

The present research work had a population of 30 students and three teachers, it was implemented of students and teachers of the fourth semester from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato. In this way, surveys applied through the questionnaire instrument to all students.

CHAPTER III

RESULTS AND DISCUSSION

3

3.1. Analysis and discussion of the results

The present chapter presented the obtained results from surveys applying to teachers and students, which was to determine the influence of Shadowing strategy in the development of speaking skill of the English language. The data was picked up to students of the fourth semester from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato. So, the obtained results are represented through tables and graphics in which the frequency and percentages are clearly visible to get the appropriate conclusions related to the problem under study.

After the obtained results, it took account the opinion about some authors in order to analyze in a better way the methods used. As it mentioned before the type of investigation used as follow the Descriptive and Exploratory investigation. The results showed clear relation between the shadowing strategy and speaking skill. But, it will be better, if the future researchers investigate about this strategy using the experimental investigation. For example, there are some previous studies that used different type of investigation.

Fereshteh and Sajad mentioned in their research, they used the Experimental investigation and they got the similar results. In their study, they investigated related to "Effects of Shadowing Learners' Oral Fluency". Though, the authors concluded that this study had positive effects on developing oral fluency. Also, the Hsieh's study used experimental investigation and the data were the same. As a conclusion the author stated that; Shadowing strategy helped to students the improvement in pronunciation, fluency, and intonation.

To sum up, this study was very beneficent because it gave the positive results. If the new researchers want to investigate about this strategy, they should study about it but with different skills such as: reading or listening.

Interpretation of results

Students` Survey

Question 1. How often do you use English in your daily life?

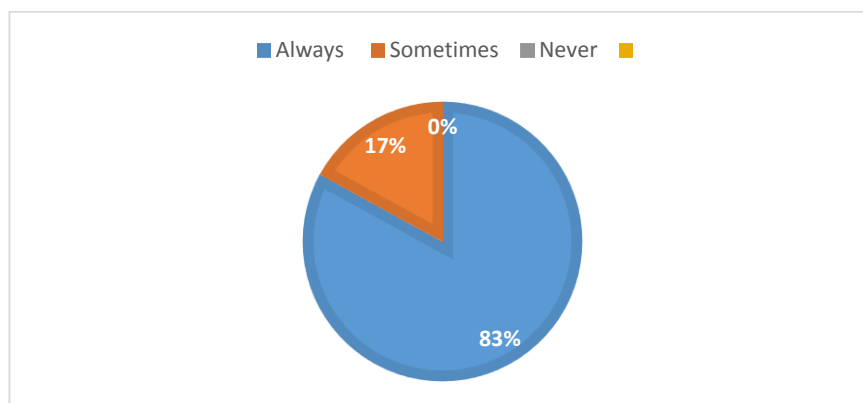
Table 1: Use of English

Alternative	Frequency	Percentage
Always	25	83%
Sometimes	5	17%
Never	0	0%
Total	30	100%

Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Figure 1: Use of English



Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data got 83% which corresponds to 25 students, answered that they always use English in their daily life. On the other hand, 17% which corresponds to 5 students, said that they sometimes use English in their daily life. And 0% said that they never use English in their daily life. The results show that a large group of students use English in their daily life. It means that they need to practice their speaking using strategies in order to have an efficient communication.

Question 2. Do you consider that intonation and rhythm play an important role in the oral communication process?

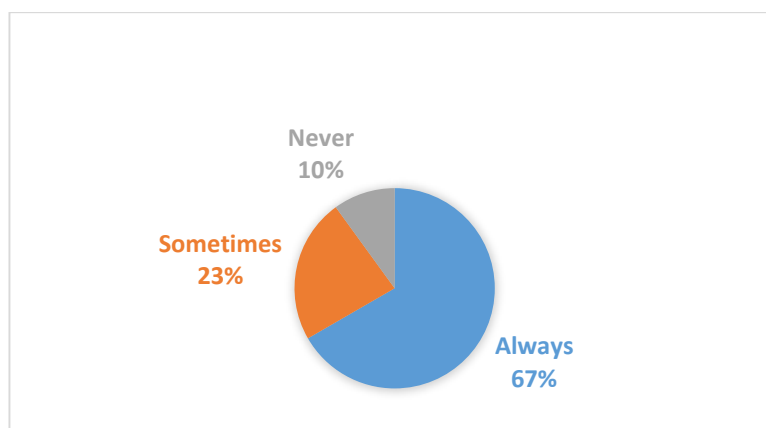
Table 2: Pronunciation and intonation

Alternative	Frequency	Percentage
Always	20	67%
Sometimes	7	23%
Never	3	10%
Total	30	100%

Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Figure 2: Pronunciation and Intonation



Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 67% which corresponds to 20 students, answered that intonation and rhythm always play an important role in the oral communication process. On the other hand, 23% which corresponds to 7 students, said that intonation and rhythm sometimes play an important role in the oral communication process. And 10% which corresponds to 3 students, said that intonation and rhythm don't play an important role in the oral communication process. Through the results, the majority of students are aware that the intonation and rhythm are very important in the oral communication process. So, they argued that teachers should help their students to develop this speaking sub-skills.

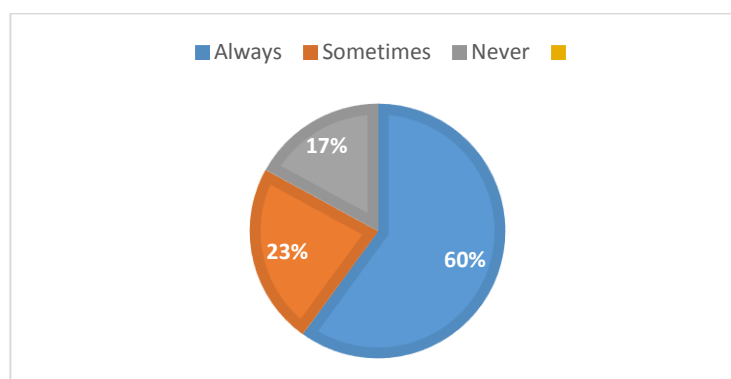
Question 3. Do you have difficulty practicing the Speaking skills?

Table 3: Difficulty practicing the speaking

Alternative	Frequency	Percentage
Always	18	60%
Sometimes	7	23%
Never	5	17%
Total	30	100%

Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Figure 3: Difficulty practicing the speaking



Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 60% which corresponds to 18 students, answered that they always have difficulty practicing the Speaking skills. On the other hand, 23% which corresponds to 7 students, said that they sometimes have difficulty practicing the Speaking skills. And 17% which corresponds to 5 students, said that they don't have difficulty practicing the Speaking skills. The results show that a large group of students have problems with the speaking skill development. It means that they realized about their problem and they want to learn some strategies in order to improve their speaking.

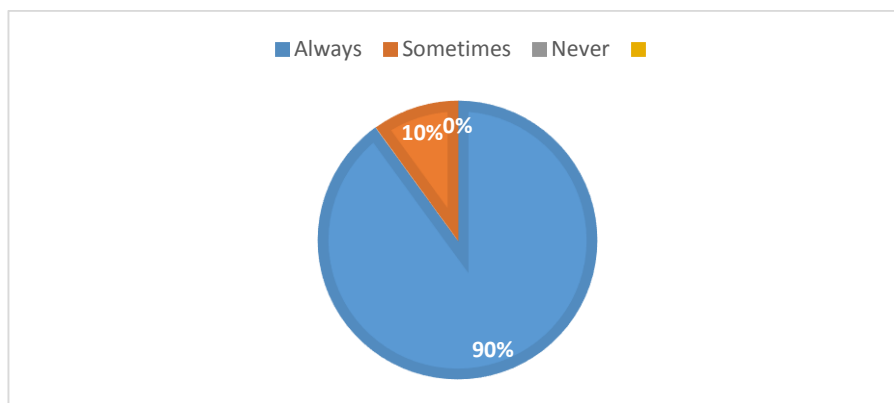
Question 4. Do you think speaking skill development is important in the English lesson?

Table 4: Speaking is important

Alternative	Frequency	Percentage
Always	27	90%
Sometimes	3	10%
Never	0	0%
Total	30	100%

Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Figure 4: Speaking is important



Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 90% which corresponds to 27 students, answered that speaking skill development always is important in the English lesson. On the other hand, 10% which corresponds to 3 students, said that speaking skill development sometimes is important in the English lesson. And 0% of them, said that speaking skill development isn't important in the English lesson. The results demonstrate that students are conscious that speaking skill development is essential in the English competence, because it is necessary to increase the oral communication inside and outside the class.

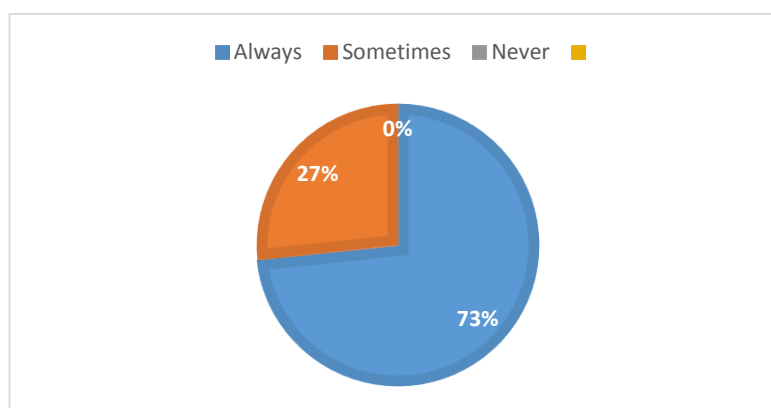
Question 5. In English classes, teachers apply activities focuses on speaking skills rather than other skills?

Table 5: Activities focus on speaking

Alternative	Frequency	Percentage
Always	22	73%
Sometimes	8	27%
Never	0	0%
Total	30	100%

Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Figure 5: Activities focus on speaking



Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 73% which corresponds to 22 students, answered that in English classes, teachers always apply activities focuses on speaking skills rather than other skills. On the other hand, 27% which corresponds to 8 students, said that in English classes, teachers sometimes apply activities focuses on speaking skills rather than other skills. And 0% of them, said that teachers never apply activities focuses on speaking skills rather than other skills in their English classes. In this question, the results show that teachers use some activities in order to improve the speaking skill. However, students said that the activities applied by their teachers did not help in their speaking development. In conclusion, teachers should use modern activities to be adapted to the student's need.

Question 6. Do you think that teaching speaking should be more interactive through strategies that facilitate your learning?

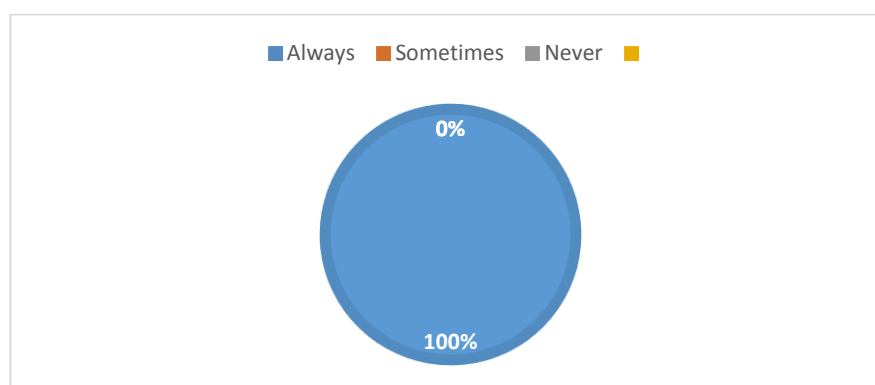
Table 6: Teaching speaking

Alternative	Frequency	Percentage
Always	30	100%
Sometimes	0	0%
Never	0	0%
Total	30	100%

Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Figure 6: Teaching speaking



Source: Survey aimed to students

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 100% which corresponds to 30 students, answered that teaching speaking should always be more interactive through strategies that facilitate their learning. On the other hand, 0% said that teaching speaking should sometimes or never be more interactive through strategies that facilitate their learning. The results show that all students agreed that speaking development should be more interactive in order to enhance their English oral competence. In this way, they could feel motivated to interact through this language.

Question 7. Do you use any strategy to develop your intonation and rhythm?

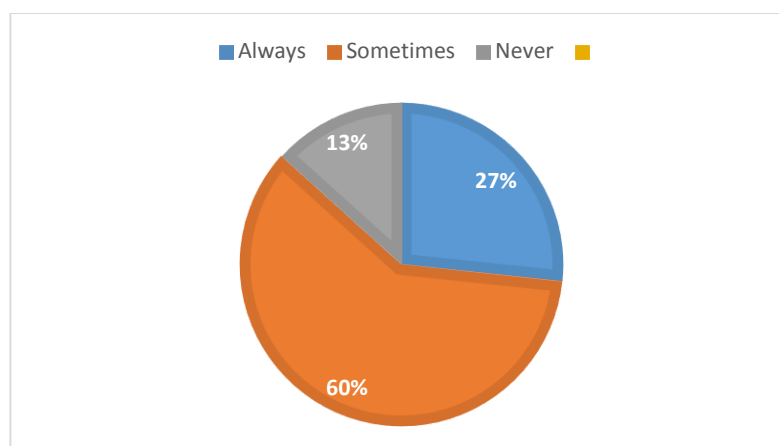
Table 7: Strategy

Alternative	Frequency	Percentage
Always	8	27%
Sometimes	18	60%
Never	4	13%
Total	30	100%

Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Figure 7: Activities focus on speaking



Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 27% which corresponds to 8 students, answered that they always use any strategy to develop their intonation and rhythm. On the other hand, 60% which corresponds to 18 students, said that they sometimes use any strategy to develop their intonation and rhythm. And 13% which corresponds to 4 students, said that they never use any strategy to develop their intonation and rhythm. The results indicate that the half of the students sometimes use strategies to improve their intonation and rhythm. They are aware that these sub-skills are very important in the learning language.

Question 8. Have you ever listened and repeated directly to what the speaker is saying on video, CD, MP3 by looking at or without looking at the script?

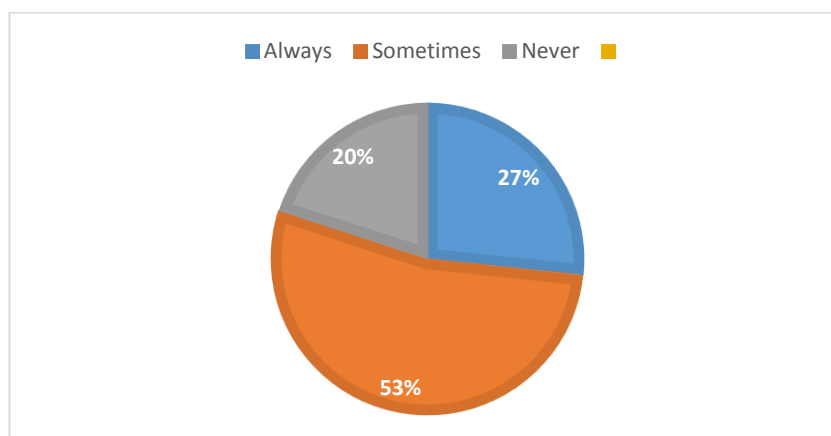
Table 8: Shadowing strategy

Alternative	Frequency	Percentage
Always	8	27%
Sometimes	16	53%
Never	6	20%
Total	30	100%

Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Figure 8: Shadowing strategy



Source: Survey aimed to students.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 27% which corresponds to 8 students, answered that they always listen and repeat directly to what the speaker is saying on video, CD, MP3 by looking at or without looking at the script. On the other hand, 53% which corresponds to 16 students, said that they sometimes listen and repeat directly to what the speaker is saying on video, CD, MP3 by looking at or without looking at the script. And 20% which corresponds to 6 students, said that they never listen and repeat directly to what the speaker is saying on video, CD, MP3 by looking at or without looking at the script. The data show that a large group of students sometimes listen and repeat directly to what the speaker is saying on video. It means that some students use the shadowing strategy. However, they did not know that this strategy is called in that way.

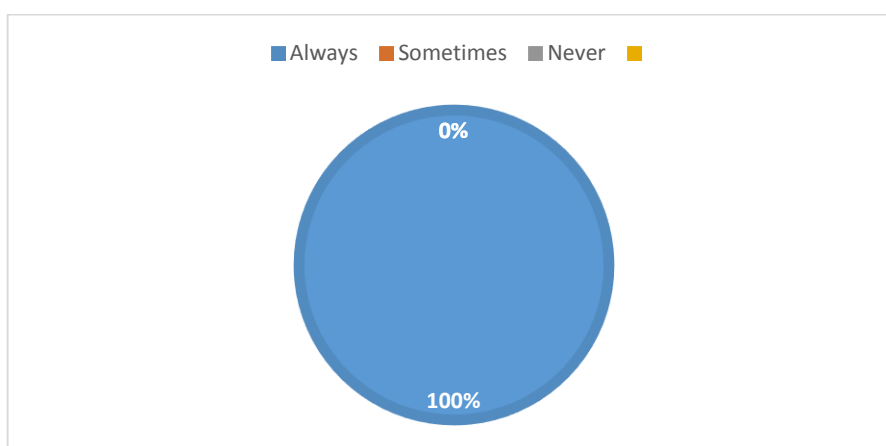
Question 9. Do you consider that Shadowing strategy contributes to the development of speaking skill?

Table 9: Shadowing contributes to speaking

Alternative	Frequency	Percentage
Always	30	100%
Sometimes	0	0%
Never	0	0%
Total	30	100%

Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Figure 9: Shadowing contributes to speaking



Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 100% which corresponds to 30 students, answered that shadowing strategy contributes to the development of speaking skill. On the other hand, 0% said that shadowing strategy sometimes or never contributes to the development of speaking skill. Before answering this question, students had a brief explanation of this strategy. In that way, through the results all students agree that shadowing strategy contributes to the speaking skill development. Few students knew about it. However, with the previous explanation; they agree that this strategy would help them in this skill.

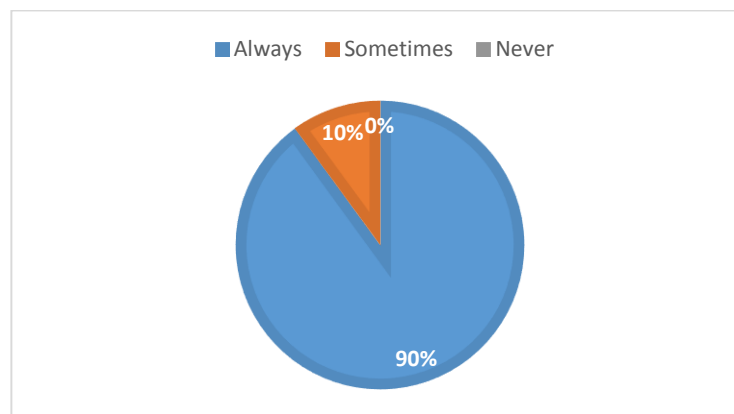
Question 10. Do you think that shadowing strategy motivate you to increase your self-confidence to speak English fluently?

Table 10: Motivation

Alternative	Frequency	Percentage
Always	27	90%
Sometimes	3	10%
Never	0	0%
Total	20	100%

Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Figure 10: Motivation



Source: Survey aimed to students.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the data obtained 90% which corresponds to 27 students, answered that shadowing strategy always motivates them to increase their self-confidence to speak English fluently. On the other hand, 10% which corresponds to 3 students, said shadowing strategy sometimes motivates them to increase their self-confidence to speak English fluently. And 0%, said that shadowing strategy never motivates them to increase their self-confidence to speak English fluently. Through the results, the majority of students say that shadowing strategy will motivate them to increase their self-confidence to speak English fluently. They do not know very well it, but they would like to use. Students trust that shadowing strategy will optimize meaningful their self-confidence to speak English fluently.

Teachers` Survey

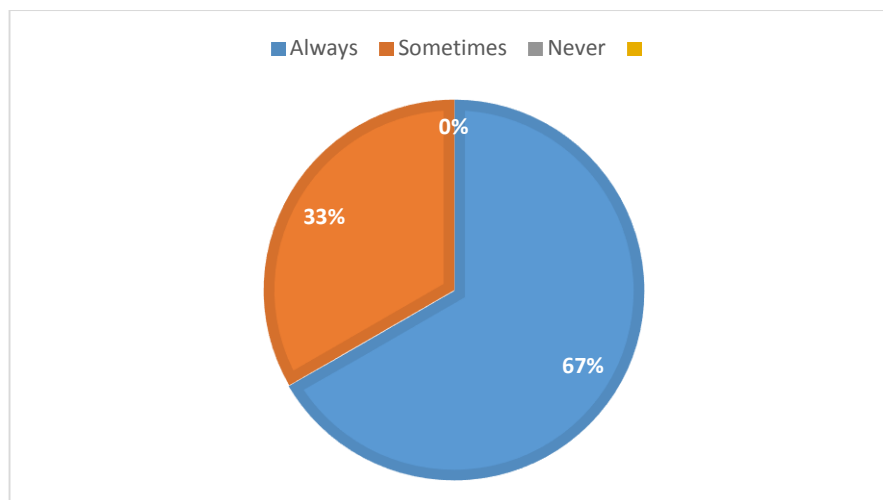
Question 1. Do you use any strategy for teaching speaking skill?

Table 11: Any strategy for teaching speaking

Alternative	Frequency	Percentage
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.
Elaborated by: Vaca, E (2019)

Figure 11: Any strategy for teaching speaking



Source: Survey aimed to teachers.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 2 teachers representing 67%, answered always use some strategies for teaching speaking skill. On the other hand, 1 teacher representing 33%, answered sometimes use some strategies for teaching speaking. And 0 teachers representing 0%, answered never use some strategies for teaching speaking. The graphical presentation indicates that a great percentage of teachers use some strategies, but these strategies are traditional. Due to the lack of knowledge regarding shadowing strategy that facilitate the development of speaking.

Question 2. Do you consider that intonation and rhythm play an important role in the oral communication process?

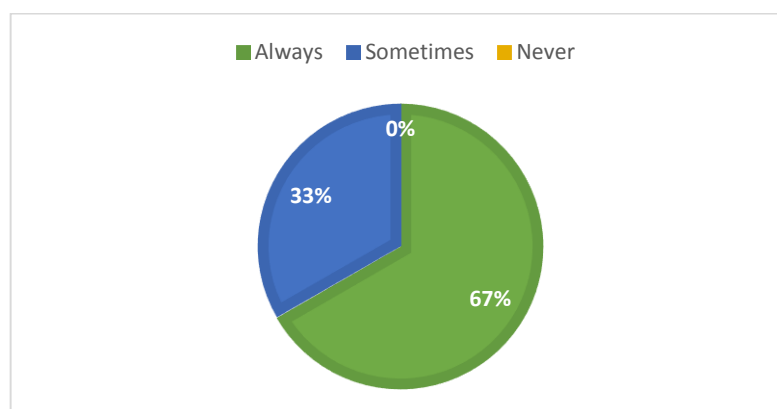
Table 12: Pronunciation and intonation play an important role in communication

Alternative	Frequency	Percentage
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 12: Pronunciation and intonation is important



Source: Survey aimed to teachers

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 2 teachers representing 67% answered, intonation and rhythm always play an important role in the oral communication process. On the other hand, 1 teacher representing 33% answered, intonation and rhythm sometimes play an important role in the oral communication process. And 0 teachers representing 0% answered, intonation and rhythm never play an important role in the oral communication process. The results show that teachers agree that intonation and rhythm play an important role in the oral communication process. In that way, teachers would help to students to develop these sub-skills.

Question 3. Do you think that students have difficulty practicing the Speaking skills?

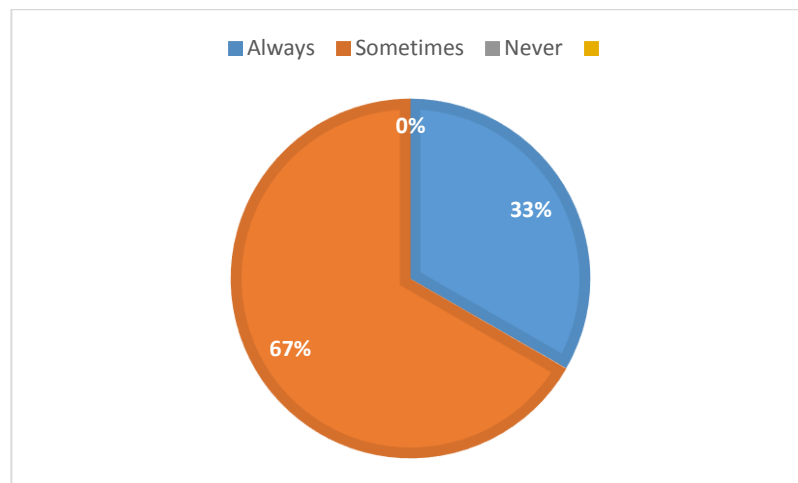
Table 13: Students have difficulty practicing speaking

Alternative	Frequency	Percentage
Always	1	33%
Sometimes	2	67%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 13: Students have difficulty practicing speaking



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 1 teacher representing 33% answered, students always have difficulty practicing the Speaking skills. On the other hand, 2 teachers representing 67% answered, students sometimes have difficulty practicing the Speaking skills. And 0 teachers representing 0% answered, students never have difficulty practicing the Speaking skills. Taking into account the results, it shows that teachers admit that students occasionally have problems practicing their speaking skill. It means that teachers should use different strategies depending of the students' age and needs.

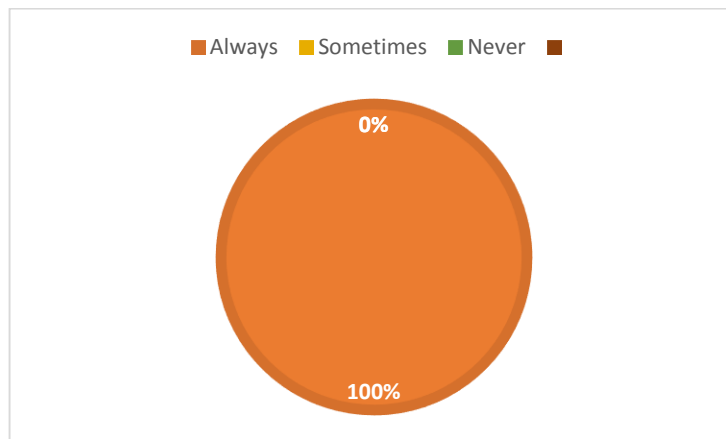
Question 4. Do you think speaking skill development is important in the English lesson?

Table 14: Speaking skill development is important

Alternative	Frequency	Percentage
Always	3	100%
Sometimes	0	0%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.
Elaborated by: Vaca, E (2019)

Figure 14: Speaking skill development is important



Source: Survey aimed to teachers.
Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, the 100% of the teachers surveyed consider that speaking skill development always is important in the English lesson. This criterion shows the importance that speaking skill development has in English lesson. Speaking is the most significant skill in the learning and teaching English.

Question 5. In English classes, do you apply activities focus on speaking skills rather than other skills?

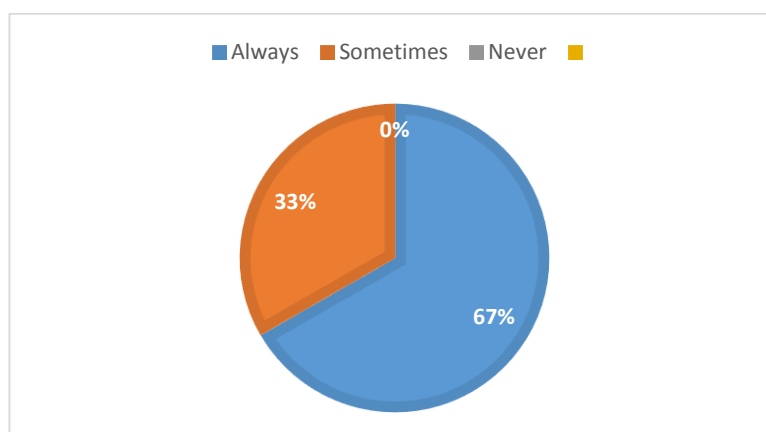
Table 15: Activities focuses on speaking skill

Alternative	Frequency	Percentage
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 15: Activities focuses on speaking skill



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 2 teachers representing 67% answered, they always apply activities focus on speaking skills rather than other skills. On the other hand, 1 teachers representing 33% answered, they sometimes apply activities focus on speaking skills rather than other skills. And 0 teachers representing 0% answered, they never apply activities focus on speaking skills rather than other skills. Through the visualization of the presented graph, it shows that most teachers said that they apply activities to improve speaking skills rather than other skills. But nevertheless, students have difficulties in speaking skill development.

Question 6. Do you think that teaching speaking should be more interactive through strategies that facilitate your students' learning?

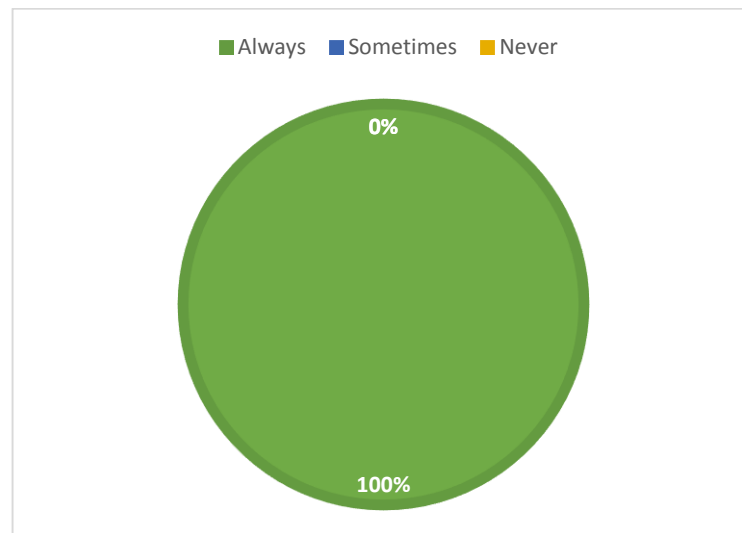
Table 16: Speaking should be mote interactive

Alternative	Frequency	Percentage
Always	3	100%
Sometimes	0	0%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 16: Speaking should be mote interactive



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 3 teachers representing 100% answered, teaching speaking should always be more interactive through strategies that facilitate their students' learning. By observing the graph it can be established that teaching speaking should be more interactive using strategies in order to help to develop the students speaking skill.

Question 7. Do you use any strategy to develop your students' intonation and rhythm?

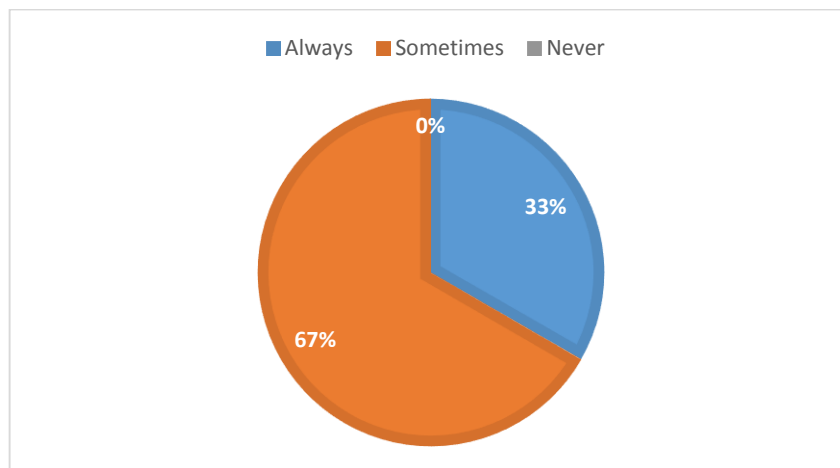
Table 17: Students' pronunciation and intonation

Alternative	Frequency	Percentage
Always	1	33%
Sometimes	2	67%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 17: Students' pronunciation and intonation



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 1 teacher representing 33% answered, they always use any strategy to develop their students' intonation and rhythm. On the other hand, 2 teachers representing 66% answered, they sometimes use any strategy to develop their students' intonation and rhythm. And 0 teachers representing 0% answered, they never use any strategy to develop their students' intonation and rhythm. The results indicate that a great percentage of teachers say that they sometimes apply strategies to develop their students' intonation and rhythm. They are aware that these sub-skills are important in the English language development. For this reason, they want to search a specific strategy in order to develop the students' intonation and rhythm.

Question 8. Have you ever used Shadowing strategy with your students?

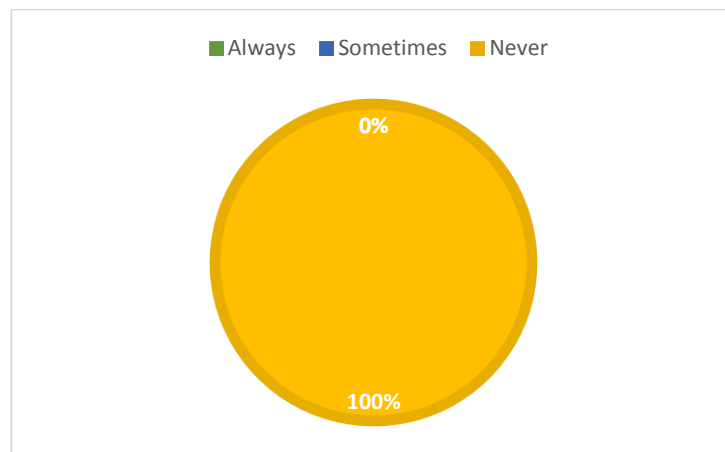
Table 18: Use of shadowing strategy

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	0	0%
Never	3	100%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 18: Use of shadowing strategy



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 3 teachers representing 100% answered, they have never used Shadowing strategy with their students. Through the visualization of the presented graph, most of the teachers have never used Shadowing strategy in their classes. It is deduced that this strategy is new and it would be a good strategy to apply with their students.

Question 9. Would you like to use Shadowing strategy with your students?

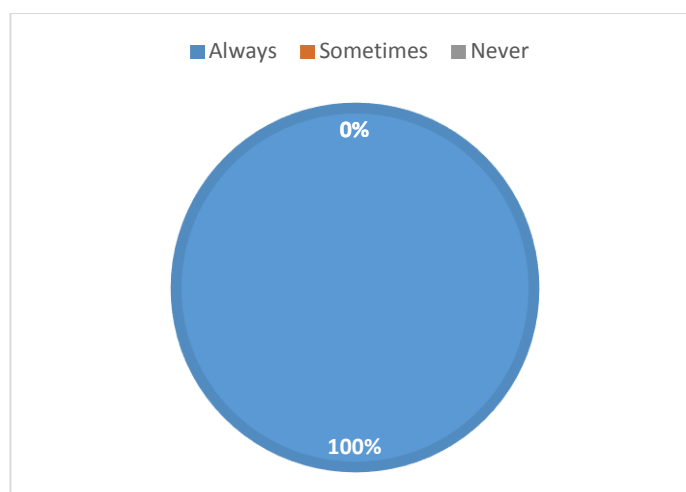
Table 19: Shadowing strategy

Alternative	Frequency	Percentage
Always	3	100%
Sometimes	0	0%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 19: Shadowing strategy



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 3 teachers representing 100% answered, they would always like to use Shadowing strategy with their students. The graph presented shows that all teachers surveyed say that they would like to apply the shadowing strategy in their classes, because they want to search something new in order to help students improve their English.

Question 10. Do you think that Shadowing strategy motivate your students to increase their self-confidence to speak English fluently.

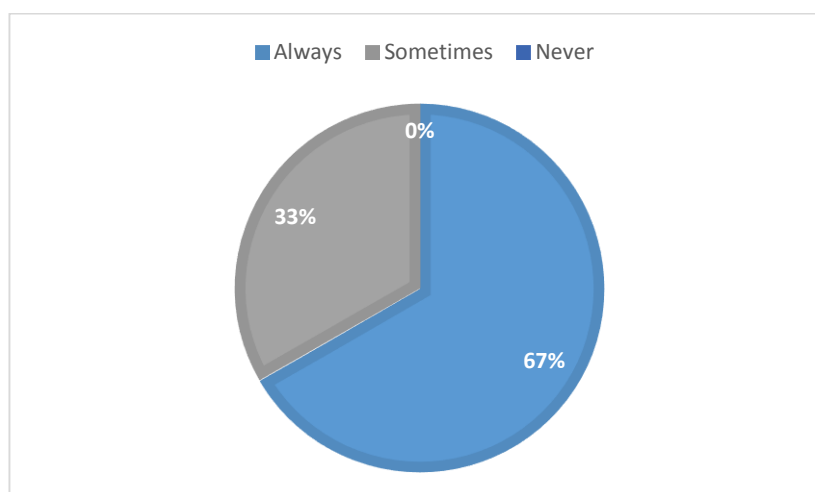
Table 20: Shadowing strategy motivates students

Alternative	Frequency	Percentage
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	3	100%

Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Figure 20: Shadowing strategy motivates students



Source: Survey aimed to teachers.

Elaborated by: Vaca, E (2019)

Analysis and Interpretation

According to the results obtained, 2 teachers representing 67% answered, Shadowing strategy always motivates their students to increase their self-confidence to speak English fluently. On the other hand, 1 teachers representing 33% answered, Shadowing strategy sometimes motivates their students to increase their self-confidence to speak English fluently. And 0 teachers representing 0% answered, Shadowing strategy never motivates their students to increase their self-confidence to speak English fluently. The graphical presentation shows that the majority of teachers believe that shadowing strategy will help to motivate their students to increase their self-confidence to speak English fluently. They will use it in order to determine if this strategy helps to students speak in English language.

3.2 Hypothesis verification

Null hypothesis

H₀: The Shadowing strategy doesn't influence in the development of the speaking skill of the English language in the second level students of the Pedagogy of National and Foreign Languages Career from the Faculty of Human Sciences and Education of the Technical University of Ambato.

Alternative hypothesis

H₁: The Shadowing strategy influences in the development of the speaking skill of the English language in the second level students of the Pedagogy of National and Foreign Languages Career from the Faculty of Human Sciences and Education of the Technical University of Ambato.

Significance level selection

For research, the value $\alpha = 0.05$ was used. It corresponds 95% reliability of the results obtained.

Population Description

This research was carried out with a total of 30 students and 3 teachers, to whom a survey was applied.

Statistical model specification

This investigation was chosen chi-square to verify the hypothesis. It used the following form based on the previous frequencies:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

Chi-square

Σ = Summation

O= Observed frequencies

E= Expected frequencies

Specification of acceptance and rejection regions

This research used the following formula in order to calculate the degrees of freedom.

Freedom degree= (number of columns-1) (number of rows-1)

$$gl=(f-1)(c-1)$$

$$gl=(6-1)(3-1)$$

$$gl=(5)(2)$$

$$gl= 10$$

Using the level of significance (0, 05) and the degree of freedom (10), the chi-squared value is equal to 18, 31. In this way, it is accepted the null hypothesis is lower than 18, 31, otherwise it accepts the alternative hypothesis.

Table 21: Chi-squared

Grados de libertad	Probabilidad										
	0,95	0,90	0,80	0,70	0,50	0,30	0,20	0,10	0,05	0,01	0,001
1	0,004	0,02	0,06	0,15	0,46	1,07	1,64	2,71	3,84	6,64	10,83
2	0,10	0,21	0,45	0,71	1,39	2,41	3,22	4,60	5,99	9,21	13,82
3	0,35	0,58	1,01	1,42	2,37	3,66	4,64	6,25	7,82	11,34	16,27
4	0,71	1,06	1,65	2,20	3,36	4,88	5,99	7,78	9,49	13,28	18,47
5	1,14	1,61	2,34	3,00	4,35	6,06	7,29	9,24	11,07	15,09	20,52
6	1,63	2,20	3,07	3,83	5,35	7,23	8,56	10,64	12,59	16,81	22,46
7	2,17	2,83	3,82	4,67	6,35	8,38	9,80	12,02	14,07	18,48	24,32
8	2,73	3,49	4,59	5,53	7,34	9,52	11,03	13,36	15,51	20,09	26,12
9	3,32	4,17	5,38	6,39	8,34	10,66	12,24	14,68	16,92	21,67	27,88
10	3,94	4,86	6,18	7,27	9,34	11,78	13,44	15,99	18,31	23,21	29,59
No significativo									Significativo		

Source: <https://cristina92sm.files.wordpress.com/2011/05/tabla-chi-cuadrado.jpg>

Elaborated by: Soto, C (2019)

Table 22: Observed frequencies

N°	QUESTIONS /ALTERNATIVES	Always	Sometimes	Never	Total
	Students:				
2	Do you consider that intonation and rhythm play an important role in the oral communication process?	20	7	3	30
6	Do you think that teaching speaking should be more interactive through strategies that facilitate your learning?	30	0	0	30
10	Do you think that shadowing strategy motivate you to increase your self-confidence to speak English fluently?	27	3	0	30
	Teachers				
2	Do you consider that intonation and rhythm play an important role in the oral communication process?	2	1	0	3
4	Do you think speaking skill development is important in the English lesson?	3	0	0	3
9	Would you like to use Shadowing strategy with your students?	3	0	0	3
	TOTAL	85	11	3	99

Source: surveys

Created by: Vaca, E (2019)

Table 23: Expected frequencies

Nº	QUESTIONS /ALTERNATIVES	Always	Sometimes	Never	Total
	Students:				
2	Do you consider that intonation and rhythm play an important role in the oral communication process?	25,76	3,33	0,91	30
6	Do you think that teaching speaking should be more interactive through strategies that facilitate your learning?	25,76	3,33	0,91	30
10	Do you think that shadowing strategy motivate you to increase your self-confidence to speak English fluently?	25,76	3,33	0,91	30
	Teachers				
2	Do you consider that intonation and rhythm play an important role in the oral communication process?	2,58	0,33	0,09	3
4	Do you think speaking skill development is important in the English lesson?	2,58	0,33	0,09	3
9	Would you like to use Shadowing strategy with your students?	2,58	0,33	0,09	3
	TOTAL	85	11	3	99

Table 24: Chi Square calculation

OF	EF	(OF-EF)	(OF-EF) ²	(OF-EF) ² /EF
20	25,76	-5,76	33,18	1,29
30	25,76	4,24	17,98	0,70
27	25,76	1,24	1,54	0,06
2	2,58	-0,58	0,34	0,13
3	2,58	0,42	0,18	0,07
3	2,58	0,42	0,18	0,07
7	3,33	3,67	13,47	4,05
0	3,33	-3,33	11,09	3,33
3	3,33	-0,33	0,11	0,03
1	0,33	0,67	0,45	1,36
0	0,33	-0,33	0,11	0,33
0	0,33	-0,33	0,11	0,33
3	0,91	2,09	4,37	4,80
0	0,91	-0,91	0,83	0,91
0	0,91	-0,91	0,83	0,91
0	0,09	-0,09	0,08	0,88
0	0,09	-0,09	0,08	0,88
0	0,09	-0,09	0,08	0,88
99	99			21,01

Source: Surveys

Elaborated by: Vaca, E (2019)

Statistical decision

According to 10 degrees of freedom and the significance level 0, 05, Chi-square calculated is 21, 01, which is greater than the value on the reference table: $X^2_t = 18, 31$. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. " The Shadowing strategy influences in the development of the speaking skill of the English language in the second level students of the Pedagogy of National and Foreign Languages Career from the Faculty of Human Sciences and Education of the Technical University of Ambato."

CHAPTER IV

CONCLUSIONS Y RECOMMENDATIONS

4.

4.1 Conclusions

After applying, analyzing the results obtained through the surveys have been completed, it can be concluded that:

- It was determined that shadowing strategy influenced positively in the students because helped them in many ways such as to improve the intonation and rhythm of the English language. Students appeared to accept Shadowing as a strategy to improve their speaking skill.
- In this research work is sustained the importance of using Shadowing strategy in its application in the English language. So, it was found that both students and teachers showed their interest in this strategy because students can improve their speaking skill and teachers can create a fun environment in their classes.
- This research could identify that teachers have not known Shadowing strategy for the English speaking skill development. Moreover, most of the students have problems in speaking skill, due to the limited application of speaking strategies in the English class.
- To conclude, this research used surveys and papers in order to analyze the use of shadowing strategy for improving the speaking skill. And it has concluded that the use of shadowing strategy is beneficial for students because it helps to students get a correct pronunciation, sounds, tones and rhythms of this foreign language. So, this strategy effectiveness can be analyzed by using the descriptive and exploratory investigation.

4.2 Recommendations

After all the process in which the influence on the independent variable, shadowing strategy on the dependent variable, speaking skill; the following recommendations were established:

- To include the Shadowing strategy within a lesson plan. This strategy can be applied in different situations in accordance with the lesson stage or level of English proficiency.
- To dedicate more time in practicing, improve and manage the speaking skill through innovative strategies such as Shadowing strategy. It will support students to feel motivated to learn and understand a real language use this strategy.
- To suggest teachers to give more importance to the speaking skill because it is considered the most important skill in language learning. Using innovative strategies considering the student's age and level. Not all strategies can work in different students.
- To use shadowing strategy, but teachers need to choose the material that they use for this strategy before to use it. Students are not in the same level. They can be demotivated and this strategy will not work in a good way.

C. REFERENCE MATERIALS

References

- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature* .
- Arellano, D. C. (2017). Memory learning strategies in english as a foreign language in vocational studies. España: Consejería de Educación.
- Backley, P. (2015). *Improving your English Pronunciation*. Pearson.
- Bashrin, S. D. (2013). *Productive Skills: Teaching Beginners in English Medium School*. Dhaka, B: BRAC University,.
- Cahyaningsih, N. R. (2019). The effectiveness of using imitation and shadowing technique by english transcript video on students' speaking skill at eighth grade of mtsn 2 trenggalek. Trenggalek: Institutional Repository of IAIN Tulungagung.
- Cornbleet, S. (2001). *The Language of Speech and Writing*. London.
- Davies, J. (2010). *What is Learning?* Canada: Carleton University.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency . *Canadian Center of Science and Education*.
- Fereshteh, Y., & Sajad, S. (2019). Effects of Shadowing and Tracking on Intermediate EFL Learners' Oral. *International Journal of Instruction*.
- Haidari, M., & Katawazai, R. (2019). An Evaluation of Sub-Skills (Vocabulary, Grammar, Pronunciation). *International Journal of Engineering and Advanced Technology*, 1236.
- Hamzah Md, O., & Miko, U. (2010). Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners. *The Journal of Asia TEFL*.
- Hamzar. (2014). The implementation of shadowing technique to improve students' speaking performance. Makassar .
- Harmer, J. (2014). *The Practice of English Language Teaching*. London: Logman.
- Harmer, J., & Arnold, J. (1978). *Advanced Speaking Skills*. London: Eurocentre.

- Hsieh, K.-T. (2013). A Preliminary Study Of Applying Shadowing. *Taiwan Journal of Linguistics*, 43-59.
- Leong, L.-M., & Ahmadi, S. (2016). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*.
- Snell, L. (2014). Orienting Teaching Toward the Learning Process. *Teaching and the learning process*, 220.
- Solé, M. J. (1991). Stress and Rhythm in English . *Revista Alicantina de Estudios Ingleses* , 145.
- Thornbury. (2007). *How to Teach Speaking*. England:Pearson.
- Zakeri, E. (2014). The effect of shadowing on efl learners' oral performance in terms of fluency. *European Centre for Research Training and Development UK*, 21-26.

Annex 1. Survey applied to teachers

UNIVERSIDAD TECNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS



Survey applied to teachers

Objective: To determine the influence of Shadowing strategy in the development of speaking skill of the English language

Date: __/__/__

INSTRUCTION: Please read each question carefully, and mark with an “X” the answer that most closely fits your opinion.

Questions	Always	Sometimes	Never
1-Do you use any strategy for teaching speaking skill?			
2-Do you consider that intonation and rhythm play an important role in the oral communication process?			
3- Do you think that students have difficulty practicing the Speaking skills?			
4-Do you think speaking skill development is important in the English lesson?			
5-In English classes you apply activities focuses on speaking skills rather than other skills?			
6-Do you think that teaching speaking should be more interactive through strategies that facilitate your students´ learning?			
7-Do you use any strategy to develop your students´ intonation and rhythm?			
8-Have you ever used Shadowing strategy with your students?			
9- Would you like to use Shadowing strategy with your students?			
10- Do you think that Shadowing strategy motivate your students to increase their self-confidence to speak English fluently.			

Thank you for your cooperation!

Annex 2. Survey applied to students



UNIVERSIDAD TECNICA DE AMBATO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 CARRERA DE IDIOMAS



Survey applied to students

Objective: To determine the influence of Shadowing strategy in the development of speaking skill of the English language

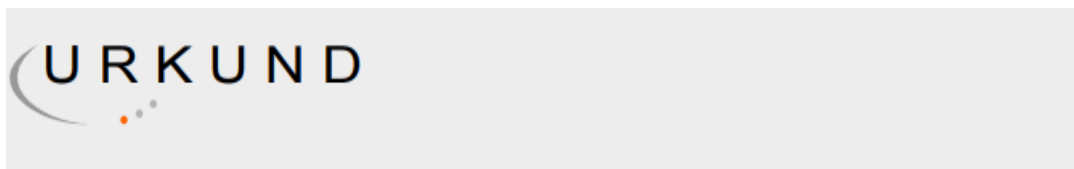
Date: __/__/__	Gender: Male__ Female__	Age: _____
----------------	-------------------------	------------

INSTRUCTION: Please read each question carefully, and mark with an “X” the answer that most closely fits your opinion.

Questions	Always	Sometimes	Never
1-How often do you use English in your daily life?			
2-Do you consider that intonation and rhythm play an important role in the oral communication process?			
3- Do you have difficulty practicing the Speaking skills?			
4-Do you think speaking skill development is important in the English lesson?			
5-In English classes, teachers apply activities focuses on speaking skills rather than other skills?			
6-Do you think that teaching speaking should be more interactive through strategies that facilitate your learning?			
7-Do you use any strategy to develop your intonation and rhythm?			
8-Have you ever used Shadowing strategy?			
9- Do you consider that Shadowing strategy contributes to the development of speaking skill?			
10- Do you think that shadowing strategy motivate you to increase your self-confidence to speak English fluently.			

Thank you for your cooperation!

Annex 3. Urkund Analysis Result



Urkund Analysis Result

Analysed Document: Vaca Erika Tesis completa.docx (D61980363)
Submitted: 07/01/2020 21:36:00
Submitted By: jimenahis_1995@hotmail.com
Significance: 2 %

Sources included in the report:

Evelin Reyes Thesis.docx (D33656772)

Instances where selected sources appear:

1