UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: SHADOWING TECHNIQUE AND LISTENING SKILL

Author: Chicaiza Guato Mateo Nicolás

Tutor: PhD. Verónica Elizabeth Chicaiza Redín

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SUPERVISOR APPROVAL

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I, PhD. Verónica Elizabeth Chicaiza Redín holder of the I.D No. 1715106322 in my capacity as supervisor of the Research dissertation on the topic: "Shadowing technique and Listening Skill" investigated by Mr. Mateo Nicolás Chicaiza Guato with I.D No. 1850924828, 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 Directors Board.

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I declare this undergraduate dissertation entitled "**SHADOWING TECHNIQUE AND LISTENING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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………………*Nicolás*……………

Mateo Nicolás Chicaiza Guato

I.D. 1850924828

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I.D. 1850924828

AUTHOR

DEDICATION

I would like to dedicate this study to my parents, who with their great effort were able to give me an education, they have always been my motivation to move forward in life.

Nicolás.

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First, I want to thank God for guiding me and giving me the wisdom and strength to face any circumstance and get ahead.

To my family who has always been by my side, they are the ones who always want me to fulfill my dreams and for their unconditional support throughout my studies, for that reason, they are my reason to always give the best of me.

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To my girlfriend who has been with me the last semesters. She was motivating me and helping me.

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Nicolás

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THEME: "Shadowing technique and Listening skill"

AUTHOR: Mateo Nicolás Chicaiza Guato

TUTOR: PhD. Verónica Elizabeth Chicaiza Redín

ABSTRACT

The current study explored the impact of the Shadowing Technique to enhance listening skills. Thus, this descriptive research study revealed the impact on the enhancement of listening skills. In addition, there were the participation of 41 first semester students of the Pedagogía de los Idiomas Nacionales y extranjeros de la Universidad Técnica de Ambato, which consisted of 34 females and 7 males. Therefore, a survey was carried out to know the knowledge of the students about the Shadowing technique, as well as to know the opinion of each one about whether the technique has an impact on listening skills. In this way, the data were collected through a survey with 10 items on a Likert scale. Finally, the results of the survey indicated that some students were not familiar with this technique, which the lack of knowledge about its use and lack of implementation is a disadvantage.

Key words: Shadowing technique, impact, listening skill, listening skill problems.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: "Técnica del Shadowing y habilidad auditiva"

AUTOR: Mateo Nicolás Chicaiza Guato

TUTOR: PhD. Verónica Elizabeth Chicaiza Redín

RESUMEN

El estudio actual exploró el impacto de la Técnica del Shadowing para mejorar la habilidad auditiva. Así, esta investigación de estudio descriptivo reveló el impacto en la mejora de las habilidades auditivas. Además, hubo la participación de 41 estudiantes de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y extranjeros de la Universidad Técnica de Ambato, compuesto por 34 mujeres y 7 hombres. Por lo tanto, una encuesta fue realizada para saber el conocimiento de los estudiantes sobre la técnica de Shadowing, así mismo saber la opinión de cada uno sobre si la técnica tiene influencia con la habilidad auditiva. De este modo, los datos fueron recolectados a través de una encuesta con 10 ítems en escala de Likert. Finalmente, los resultados de la encuesta indicaron que algunos estudiantes no estaban familiarizados con esta técnica, lo que el desconocimiento sobre su uso y la falta de implementación son una desventaja.

Palabras clave: Técnica del Shadowing, impacto, habiliad auditiva, problemas en la habilidad auditiva

CHAPTER I
THEORETICAL FRAMEWORK

Research Background

In order to support the study, research has been undertaken through a comprehensive review of various sources such as academic papers, scholarly articles, and theses. The studies within these sources present a wealth of information that contributes significantly to the understanding of the Shadowing technique and its influence on listening skills.

Bahasa, Teknik & Keterampilan (2021) demonstrated that the study aimed was to analyze the effectiveness of the shadowing technique in improving students' English listening comprehension skills. This research was developed with 17 students. The data collection methods used were observation, interviews, and questionnaires, meanwhile qualitative and descriptive quantitative approaches were used in the data analysis. Finally, the results showed that the application of the Shadowing technique can create a fun learning atmosphere for learners to improve their listening skills. Therefore, this research is crucial to this study, as it highlights the effectiveness of the shadowing technique in improving students' listening skills.

Yavari & Shafiee (2019) stated to explore the effects of employing Shadowing and tracking on Iranian EFL learners' speaking fluency. This study was applied among 60 participants and divided into four groups. Semi-structured interviews were conducted as a pre- and post-test. The results demonstrated that the use of Shadowing is suitable for language teaching, especially when the emphasis is on the development of listening comprehension or even oral fluency. Another contribution that provides the useful information on the benefits of using Shadowing and tracking techniques for language learning.

Besides, Thao & Van Tuong (2021) aimed to investigate the possible impacts of Shadowing on listening comprehension improvement of the English major sophomores at Faculty of Foreign Languages. The study was developed by twenty-eight students participated in a one-month experimental study, divided randomly into experimental and control groups. The results revealed that Shadowing technique had

an influence on students' listening improvement and did receive their attitudes on practice procedures. This research contributes to the present study by providing valuable information for language teaching, which evideces the impact of the use of Shadowing in order to improve Listening Skills.

Sumarsih (2017) aimed to describe the impact of the Shadowing technique on students' listening skills performance. An experimental research design was employed, and data were collected through pre-, and post-tests administered to 30 college students in the experimental and control groups. The results and discussion showed that the Shadowing technique had a positive impact on students' performance in listening skills, as evidenced by a significant difference between the mean scores of the experimental and control groups. Thus, this study contributed to the present research because there are positive results of the effectiveness of shadowing as a technique for improving listening skills.

Junipisa and Aristana (2021) aimed to analyze the effectiveness of the Shadowing technique in improving students' listening comprehension skills. They used classroom-based action research with 17 students as subjects. The study uses qualitative and quantitative descriptive analysis to analyze the data. The results indicate that the application of the Shadowing technique can significantly improve students' listening skills. This research provides information demonstrating the efficacy of the technique in listening enhancement.

Simmilarly, Naranjo (2020) with a contribution named "The Shadowing Technique and The English Pronunciation". The objective was to help the students of a second language (English) to improve their pronunciation level using a Shadowing technique. The author concluded that this technique helps to improve pronunciation with a high level in the final scores. Indeed, this research shows in detail that the shadowing technique can also improve other skills, such as oral expression.

Jingga (2020) aimed to investigate the influence of intervention using Shadowing technique on students' listening skills in word recognition. The results proved that the Shadowing technique has a significant effect on the improvement of seventh grade students' listening ability, the results showed that the students improved

in word recognition. Hence, this research provides good results and demonstrates the impact of using the shadowing technique.

Yahya (2020), the objective was to find out Shadowing techniques that can improve students' ability to speak English at the First Grade of SMAN 2 Sidrap. The results revealed that the Shadowing technique allows a clear improvement in the students, since it provided them with a series of benefits that had a positive impact on their listening comprehension. The information from this research is fundamental because it shows the benefits of using this technique.

On the other hand, Giang (2022) aimed to investigate the effectiveness of the shadowing method in improving practical listening and speaking skills in English. A survey of 100 English language learners in Ho Chi Minh City showed that the shadowing method is an effective tool for improving language skills, especially for those who have communication difficulties despite their language proficiency. The results indicate that the application of the Shadowing method can have a significant influence on the enhancement of practical listening and speaking skills, which provides benefits to language learners. This study is a crucial resource for this research, as it demonstrates that the Shadowing technique can significantly enhance language learning.

Maini (2020) aimed to find the students' improvement in listening achievement after having taught by using the shadowing technique. This study was developed by all the tenth graders of SMA with a total number of 198 tenth graders. The method used in this research was quasi-experimental and involved two groups, namely the control group and experimental group. The result of this research showed that Shadowing technique was able to improve the listening skills of 10th graders. Thus, this study makes an outstanding contribution to this research by providing evidence that the Shadowing technique can effectively enhance listening skills.

Lestari (2020) aimed to study the use of the Shadowing technique to improve students' listening comprehension skills in his contribution entitled "Using Shadowing Technique to improve students' ability in listening comprehension". The data collection instrument were resources such as listening test, observation sheets and diary notes. The results showed that the students' listening skills improved through the

application of the Shadowing technique. This research is useful due to providing evidence of the effectiveness of the Shadowing technique in improving listening skills.

Furthermore, Andriani, et al. (2021) aimed to determine whether there was a significant difference in listening comprehension performance between students taught with the Shadowing technique and those taught without it. The study used a quasi-experimental method, with one group as the experimental group (taught with the shadowing technique) and another group as the control group (taught without the shadowing technique). The results showed that there is a significant difference between students who were taught listening using the Shadowing Technique and those who were not taught using it. Therefore, this research contributes to the present study by providing evidence of the effectiveness of the Shadowing technique.

In a study carried out by Alzamil (2021), the purpose was to examine the difficulties students face when learning to listen to spoken English. The research focused on understanding students' attitudes toward learning English language skills, specifically listening skills. Data were collected through an online questionnaire. The results indicated that while participants recognized the importance of speaking and listening skills, they also considered listening comprehension to be the most difficult. The study gives a deeper understanding on the difficulties that students have in listening skills, which are mainly due to factors such as pronunciation and speed of the speaker.

Chebotarova and Shcherban (2015) emphasize the importance of teaching listening comprehension in foreign language teaching, highlighting its relationship with the other skills. The study emphasizes that listening comprehension should not be underestimated, as the incorporation of audio materials improves the effectiveness of language learning and fosters a deeper understanding of the foreign language. The results contribute to the understanding that listening comprehension has a crucial role in the process of language learning. Consequently, the information of this study contributes to the importance of listening skill.

Theoretical Framework

Independent Variable and development

Teaching

Farrant (1980) states that teaching involves a number of activities associated with teachers, such as explaining concepts, deducing conclusions, motivating students, monitoring attendance, keeping track of students' work and progress, and gathering background information.

Simmilarly, Gandhi et al. (2016) described that teaching encompasses a deliberate set of actions designed to facilitate learning through interpersonal connections. It is a social and professional activity with a purpose, which is to foster the overall growth and development of students' knowledge.

In the other hand, Sequeira (2012) established teaching refers to a set of events designed to support the internal learning process. Learning is internal, while teaching is external. Thus, motivation is a crucial factor in learning, as learners must be self-motivated to succeed.

Teaching characteristics

Rajagopalan (2019) outlines several characteristics of teaching. First, teaching involves effective interaction between teacher and learners. Second, teaching is both an art and a science, requiring creativity, talent, and a range of skills, techniques, and procedures. Third, teaching can take various forms, such as formal or informal training, conditioning, or indoctrination. Fourth, communication skills are crucial to effective teaching. Finally, teaching is a three-part process, involving educational objectives, learning experiences and behavioral changes.

Teaching Techniques for Listening

Teaching techniques for developing listening skills refer to a set of strategies and activities that teachers use to help learners improve their language comprehension skills. These techniques usually involve the use of authentic materials, activities, opportunities to check comprehension, and feedback and error correction. Thus, there are different techniques such as:

Dictation

According to Syakur (2020), the dictation technique serves to practice comprehension and requires learners to listen to reading at a normal pace and with regular expression. This method facilitates the organization of written structure, expression and language, resulting in accurate communication when speaking.

Active Listening

According to Moreira and Montes (2021), the technique of active listening involves more than just hearing the content of what someone says. It also involves paying attention to nonverbal and paraverbal cues to better understand the overall message being conveyed.

Note-taking

It is a technique that focuses on developing listening comprehension skills by helping learners actively capture and retain information from oral or audio sources. By using note-taking as a listening comprehension strategy, learners listen for key information and write it down in a way that is organized and meaningful to them.

Jigsaw listening

The jigsaw technique is designed to encourage active participation and collaboration among learners, as well as to develop their listening and information processing skills. By working together to assemble the pieces of the listening task, students are encouraged to practice such important skills as attentive listening, note-taking, summarizing, paraphrasing, and asking and answering questions.

Shadowing technique

Yahia (2020) established that it is a technique focused on listening, it is used to improve the listening skills of language learners. It consists of learners listening to a recorded speech, usually in a foreign language, and repeating it as closely as possible in real time. The aim is to imitate the speech in terms of pronunciation, intonation, and rhythm, which can help learners develop their listening comprehension, pronunciation, and overall fluency.

Shadowing Technique

There are several techniques that can be used to improve English proficiency. Among them, shadowing is a learning technique used in simultaneous interpreting. In fact, shadowing is considered one of the techniques used in the development of language skills such as listening and speaking. Therefore, due to its benefits for both listening and speaking, this technique has gained great attention from language teachers. Moreover, shadowing is characterized by its simplicity, which allows anyone to apply it during their English or other language learning process (Yahia, 2020).

The description of the shadowing technique in the context of language learning is based on the simultaneous and coordinated repetition of what is heard in the target language. When using shadowing, learners must simultaneously follow the narration of a model speaker to improve their language skills. Also, shadowing is considered a technique in which the learner listens to a model speaker and repeats the speech as accurately as possible (Mıcık, 2020).

Furthermore, shadowing can be considered as a technique aimed at improving listening skills through repetition of an audio. In essence, shadowing involves the learner listening attentively to a spoken text in the target language and, simultaneously and as clearly as possible, repeating what he or she is hearing at the same time as the speaker (Jingga, 2019).

Similarly, shadowing is a technique in which learners listen to audio and then repeat it accurately. The shadowing technique can be applied by the teacher in the classroom to get learners excited about practicing English pronunciation (Ulfa & Fatimah, 2019).

Shadowing technique procedure

The process of the Shadowing technique, according to Takizawa (2002), involves the following steps:

- Listening to the audio:
  Neither reading the text nor the transcript, but simply listening to it.

- Reading by fragments:

  Reading in lines, understanding in parts, and checking for unknown words.

- Full shadowing:

  Repeated listening until 70% to 80% of the audio is understood.

- Repetition and shadowing:

  Listening to the audio and repeating line by line along with the text.

- Translation:

  Perform line-by-line translation.

- Repetition (playback):

  Repeating the audio, pausing each time.

- Translation:

  Perform translation pause by pause.

- Delayed shadowing:

  Practice shading, delaying playback 3-4 words.

- Content shadowing:

  Practice shading and try to think of the meaning.

- Translating while listening:

  Perform translation simultaneously while listening to the audio.

Advantages of Shadowing technique

According to Hamada (2012), the shadowing technique is effective in improving listening processes in a different way; learners can receive a number of listening benefits and improvements by using it. Consequently, the use of this technique with learners leads to the acquisition of listening comprehension skills that are much more satisfying and offer better results.

- **Development of listening comprehension**

The shadowing technique consists of listening attentively and simultaneously repeating what is heard. This constant practice of active listening contributes to the development of listening comprehension skills, allowing students to better grasp the details and nuances of spoken language.

- **Vocabulary enrichment**

Repeated exposure to words and phrases in authentic contexts during the use of the technique helps to enrich learners' vocabulary.

- **Increased speed of auditory processing**

By performing the shadowing technique continuously, students become accustomed to hearing and processing speech quickly in real time. This contributes to improve listening fluency, allowing them to follow fluent conversations and grasp the communicative intent of the interlocutors.

Disadvantages of Shadowing technique

Although the shadowing technique can be an effective way to improve language skills and speech patterns, there are some disadvantages to using this technique to practice listening comprehension:

- **Limited comprehension**

As shadowing focuses on repeating what the speaker says, little attention may be paid to understanding the content of the message being conveyed. As a result, learners may miss important details or misunderstand the overall meaning of the message.

- **Lack of flexibility**

The requirement to immediately repeat what the speaker says may limit the learner's ability to pause or ask for clarification when necessary. This can lead to frustration and a feeling of being "stuck" in the exercise, which can undermine the learning process.

- **Monotonous listening:**

To successfully follow a speaker, learners may have to listen to the same recording several times. This can become monotonous and reduce motivation to continue with the exercise, especially if there is little variation in the content or style of the recordings used.

- **Limited application**

Although shadowing can be effective in improving pronunciation and speech patterns, it cannot necessarily be transferred to other contexts, such as real-life conversations or more complex listening tasks that require higher-level comprehension skills.

Dependent Variable and development

English Language

Language is a fundamental characteristic of human beings, as it is a system that uses words or signs to form a code by producing a sequence of sounds. Through language, people express their thoughts, emotions, desires, and opinions (Mwakapina, 2021). In addition to being a communication tool, language also plays social and cognitive functions, as it allows us to share information, build knowledge, and establish connections with others. As one of the many languages that exist in the world, English has a crucial role to play in global communication.

Similarly, language is a complex communication system, which in general describes the ability of human beings to develop, acquire, maintain, and use linguistic codes, such as English. Language is not only a communication tool, but also an integral part of people's identity and culture (Georgiou, 2020). Hence, the acquisition and use of English as a global language reflects the adaptability and ability of human beings to communicate and relate to each other.

Colonial expansion and the cultural influence of the British in various parts of the world were determining factors in English becoming a universal language. During the period of British colonization, English spread widely throughout the territories that were part of the British Empire, from North America to Oceania. Consequently, the British political impact has been the determining factor for English to become a language with global reach (Rani, 2016).

Nowadays, in the 21st century, the world has become more accessible, shareable and familiar to everyone in it. With the advancement of globalization and connectivity, geographic and cultural barriers have been reduced, allowing for greater exchange and access to information. Although there are variations in habits, cultures and traditions, English has become a language of common use in different parts of the

world. Despite regional differences and variations in accent and vocabulary, English has come to be accepted as a global language by non-native speakers. This linguistic phenomenon has been driven by the importance for participation in the global economy and interaction in an increasingly connected world. (Rao, 2019)

The United States is at the center of the global English language position, accounting for approximately 70% of the world's native English speakers. The dominance of English by the United States is reflected in its role as a leader in fields such as science, technology, and business, which has further consolidated the position of English as a global language (Crystal, 2003).

Language skills

Language skills are essential in determining a person's ability to understand and express him or herself, both orally and in writing. When learning English or another new language, students must develop all four of these fundamental skills simultaneously. Hence, it is essential that learners demonstrate their linguistic competence and proficiency in the foreign language by using the skills they have acquired, such as writing, reading, speaking and listening. Today, a wide variety of tools and technologies are available to facilitate and enhance the language learning process. These techniques provide teachers with instruments to help learners develop the various skills needed to master the language.

In the field of foreign language teaching, two terms related to language skills are used. These terms are often contrasted with language competence and language proficiency. Language proficiency refers to the implicit knowledge of the structure of the language, which is often acquired without being consciously aware of it. Language performance, on the other hand, refers to the encoding and decoding processes that enable the production and comprehension of a wide variety of utterances in an unrestricted manner. In other words, language performance involves the ability to express oneself and understand utterances actively and passively, while language proficiency refers to the underlying knowledge of the language structure that enables such communication (Setiyadi et al. 2018).

There are two main categories of language skills: receptive and productive. Receptive language skills encompass listening and reading, while productive language

skills refer to speaking and writing. In addition, language skills can be classified into auditory and graphic skills. Thus, good training in receptive skills lays the foundation for the development of productive skills, as extensive exposure to listening and reading provides a solid foundation for speaking and writing (Al-Jawi, 2010).

Receptive Skill

The four language skills are related to each other in two different ways. Language skills are divided into receptive and productive, i.e., active and passive. Receptive skills cover listening and reading, meanwhile productive skills focus on speaking and writing. It is important to note that, although the skills can be classified in this way, there is also an interdependence between them. For example, the ability to speak is based on the ability to listen and comprehend, while the ability to write is based on the ability to read and comprehend. Therefore, these four skills are closely related and are essential for achieving full language proficiency (Sreena & Ilankumaran, 2018).

Receptive skills refer to the way in which people interpret and understand the language they observe or hear. Both reading and listening comprehension are fundamental aspects of these skills. Although they share some general aspects of processing, there are also notable differences between the two processes. Reading involves decoding and understanding the meaning of written words and sentences, while listening comprehension focuses on the ability to understand and process spoken speech in real time. These differences in the reading and listening processes are also reflected in how we can teach and develop these skills in the learning (Al-Jawi, 2010).

According to Sreena and Ilankumaran (2018), it was established that receptive skills can be enhanced by developing listening and reading skills. Consequently, a student who is an active listener and an engaged reader, motivated by his or her interest, can acquire or markedly improve his or her receptive skills. Therefore, the ability to comprehend something remains a challenging aspect for the learner until perfection or mastery of the skill in question is achieved. Adequate exposure and dedication are crucial for successful results, as absorption and concentration play a key role in the development of listening comprehension. On the other hand, the

improvement of reading skills requires deeper study, and the proper selection of reading material also contributes significantly to the improvement of these skills.

Listening Skill

According to Lopez, et al. (2020), listening skills play an invaluable role in foreign language acquisition. Thus, it is considered a crucial aspect of the learner's ability to comprehend information in the target language. It requires the use of mental processes that learners must assimilate and subsequently apply in spoken interaction situations to facilitate understanding in a variety of communicative contexts. Proficiency in this skill involves the ability to effectively grasp and process spoken language, enabling the learner not only to understand the literal meaning, but also to grasp nuances, intonation, and idiomatic expressions. It is through these oral interactions that the learner can strengthen his or her communicative competence and develop fluency in the target language.

Besides, teaching listening comprehension requires a specialized pedagogical approach, as it involves helping learners develop the ability to pick up and understand spoken language in different contexts. Although there are no set rules as in the teaching of grammar, teachers can use a variety of techniques and resources, such as authentic listening activities, guided listening exercises and regular listening practice to progressively improve learners' listening skills (Nor, 2015).

Therefore, the teacher's responsibility as a guide is to find the best way to ensure the active acquisition of this language skill by learners, choosing the type of tasks and materials that best suit their needs and interests as individuals and as language learners.

Process of Listening

Listening is a complex process that is often overlooked in the communication process, according to Kline (1996). Kline defines listening as the process of receiving, paying attention to and understanding auditory messages transmitted through sound. Listening process is divided into:

- Receiving

  The first stage of the listening process is receiving, which involves consciously concentrating on the speaker's speech. This process is represented by the ear, which is responsible for the initial reception of sound.

- Attending

  It is the procedure that allows us to accurately identify and interpret the different sounds we hear as words. Attention involves the ability to distinguish the intervals between words and the meaning that the context of the message has. Consequently, the sounds we hear have no meaning until we make sense of them in context. The process of accurately identifying sounds we hear as words.

- Understanding

  This process is based on comprehension to understand the meaning of the message, which sometimes is not easy. Therefore, effective communication depends on understanding, as it allows the message to be interpreted accurately.

- Responding

  The fourth stage is the response, which involves the exchange or accurate interpretation of meaning. Effective listening is crucial to successful communication, as it enables the listener to respond appropriately.

- Remembering

  It begins with listening, which means that not being able to remember something that has been said implies that it has not been understood well. Even if you listen carefully, some messages are more difficult to understand and memorize than others. The complexity of the messages and the details require great listening skills.

Kinds of listening

According to Wolvin and Coakley (1988), there are five different types of listening skills:

- Discriminative listening

  This refers to the listener's ability to be sensitive to arguments and language, and to distinguish between facts and opinions.

- Comprehensive listening

  This allows the listener to understand and comprehend a message.

- Critical listening

  This skill enables the listener to evaluate a message and decide whether to accept or reject it.

- Therapeutic listening

  This involves acting as a sounding board without judging or evaluating the message.

- Appreciative listening

  It allows the listener to enjoy as much as he or she can get a sensory impression.

Communication process

Based on Sindhu (2020), communication is essential for human interaction and learning. It refers to the act or process of using words, sounds, symbols, or behaviors to express or exchange information, ideas, or emotions. Communication depends on the interaction between two or more individuals and the interpretation of the message is constructed through that interaction. Thus, interpretation plays a crucial role in the communication process, as it determines how the message is received and understood.

Objectives

1.1.1 General Objective

To explore the impact of the Shadowing technique to enhance listening skill.

1.1.2 Specific Objectives

- To analyze the advantages and disadvantages of the Shadowing technique in the listening skills.
- To identify problems that students have in the listening skills.
- To describe the impact of Shadowing technique in the listening skill.

Objective fulfillment process

The first specific objective was to analyze the advantages and disadvantages of the Shadowing technique in the listening skills. To fulfill this, it was necessary to analyze different academic research, articles, and others. This was essential because it allows gathering information that was used for the fulfillment of this objective.

The second specific objective was to identify the problems that students have with listening skills. To achieve this, a comprehensive research was conducted that included the review of academic articles and previous studies on the problems that students have when developing their listening skills. In addition, a survey was designed and implemented to gather direct feedback from students on the problems they experience with listening skills.

The third specific objective was to describe the impact of Shadowing in listening skills. To achieve this objective, a comprehensive review of several previous research studies analyzing the impact of the Shadowing technique on listening skills was conducted. This review provided insight into how this technique influences the development of listening skills. In addition, a survey was designed and implemented to collect data directly from participants. Together, the review of previous studies and the data collection through the survey provided information to understand and demonstrate the impact of the Shadowing technique in the listening skills.

CHAPTER II

METHODOLOGY

2.1 Materials

Human and technological resources were used to carry out this study, which were the researcher, the researcher's tutor, and students from the first semester PINE. A survey validated by experts was used for data collection. In addition, technological tools were used to facilitate the administration and analysis of the survey. These resources ensured the efficiency of data collection necessary for the study.

Humans

- 41 students of the first semester from Pedagogía de los Idiomas Nacionales y Extranjeros
- Researcher
- Researcher's tutor

Technological resources

- Laptop
- Smartphones
- Google forms
- IBM SPSS Statics

2.2 Methods

2.2.1 Research approach

This research was developed with a quantitative approach. According to Mohajan (2020), the quantitative approach refers to a research method that uses numerical data to answer research questions and test hypotheses in various fields of study. Consequently, this study was developed using a quantitative approach, in which the Shadowing technique and Listening skill were investigated, specific questions were formulated to conduct the survey, and quantifiable data were collected from the participants. This data was then analyzed using appropriate statistical techniques to obtain results. The research was conducted in an impartial and objective manner, following the principles of the quantitative approach to data collection and analysis.

2.3 Research modality

Bibliographic Research

Pant & Sharma (2018) say that bibliographic research is defined as a guide to learn about the knowledge that is constructed and disseminated in composition studies. Consequently, this study was bibliographic in that the necessary sources were used to carry it out, e.g., newspapers, articles, journals, magazines, websites, books, etc. These resources provided theoretical support for the two variables to support both the shadowing technique and the listening skill.

2.4 Level or type of research

Descriptive level research

For this research, a descriptive research approach was used. Descriptive research is helpful to study individuals, situations, or conditions exactly as they are in their nature (Siedlecki, 2020). The main objective was to describe the shadowing technique and its relationship with listening skills. Thus, data was collected through a survey validated by experts, which allowed us to obtain quantitative information on the use of the shadowing technique and its impact on students' listening skills. Therefore, this descriptive approach allowed for a detailed understanding of the variables.

Analytical research

According to Mishra, S. B., & Alok, S. (2022), in analytical research, the researcher can use the facts, information and data available to analyze them and develop a hypothesis to evaluate the material in question. This type of research is important to analyze the information found to identify the relationship between variables. Thus, analytical research allowed to analyze the data collected from the survey, as well as to identify patterns, validate findings and generate hypotheses.

2.5 Instruments

Survey

Surveys are usually a method of data collection for research and can be used for different purposes (Van Meerkerk et al., 2019). Therefore, a survey was used in this study to collect useful data to acquire information about reality according to the research topic.

2.6 Population and sample

      The research work was carried out at the Universidad Técnica de Ambato. Consequently, during the research it was necessary the participation of 41 students of the first semester from Pedagogía de los Idiomas Nacionales y Extranjeros. In this way, a survey about the use of shadowing technique was applied to these students.

Table 1

Population

Population	Participants	Percentage
Male	7	17%
Female	34	83%
Total	41	100%

Note: The table represents the population of the first semester from Pedagogía de los Idiomas Nacionales y Extranjeros.

2.7 Procedure

The procedure to develop this research study was divided in several steps:

      The first step was to establish the research topic, both the independent and the dependent variable. Once the topic was established, it was necessary to present it to the University authorities in order to verify it. Once the topic was accepted, the researcher began to look for information that would help him in his research. In addition, it was essential to determine the methodology to carry out the research, as well as to designate a research tutor who would be the main guide in this project. Thus, permission was requested from the institution where the research was conducted.

      Subsequently, the researcher created a survey composed of 10 questions, which were based on the information previously collected in the theoretical framework and other relevant research. The operationalization of the variables was necessary, which describes how the variables were measured, was carried out and approved by the researcher's tutor. To be more precise, this operationalization includes the dimensions and indicators on which each survey item is based. That is, 5 items were related to the dependent variable, while the other 5 items addressed the independent variable. Once the survey was created, it was validated using Cronbach's alpha coefficient, which showed that the survey was reliable for its application.

Afterwards, it was necessary for the researcher to explain a little about the topic to the students who were going to be surveyed, as it was important for them to have an idea about the topic. Once the presentation was over, the researcher gave instructions on how to fill out the survey. The participants filled out the survey, having the option to consult the researcher in case of doubts. Subsequently, the information collected was downloaded for data analysis. Finally, tables were generated to better visualize and analyze the data collected through the survey.

2.8 Hypothesis

Null hypothesis

The shadowing technique does not impact listening skills.

Alternative hypothesis

Shadowing technique impacts on the listening skills.

Variable identification

Shadowing technique (Independent variable)

Listening skill (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of the results

This section presents the analysis of the data obtained through a validated survey by SPSS Statics software, which contains 10 questions. This survey was applied to 41 students from the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros in the Universidad Técnica de Ambato.

First, the survey was validated by SPSS Statics Software using Cronbach's alpha coefficient, which showed that the survey was reliable for its application. A Google form was created to carry out the register of the survey. In this way, students completed the survey, and the results were registered in an Excel document to generate tables, as presented in this chapter. Consequently, the analysis and interpretation of each table allows understanding the meaning of the answers provided by the students and the purpose of the research.

Finally, for the discussion part, an analysis of the data from previous research and the survey results of the current study was carried out to reach a conclusion. This analysis was supported by solid evidence and informed interpretation of the available data.

Table 2

1. Do you think your learning should be more interactive through the use of different techniques?

	Frequency	Percent
Always	30	73,2
Often	8	19,5
Sometimes	2	4,9
Rarely	1	2,4
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that 73.2% of the students stated that they always believe that their learning should be more interactive through the use of

different techniques. This high proportion suggests a strong preference for the use of techniques that encourage their learning.

Further, it is noted that a considerable percentage of students (19.5%) indicate that they believe their learning should be more interactive often. This suggests that they recognize the benefits of incorporating different techniques in their learning process, although they do not consider it necessary on all occasions.

On the other hand, a smaller percentage of students (4.9%) mention that they sometimes believe their learning should be more interactive. However, only a small percentage of students (2.4%) mention that they rarely believe that their learning should be more interactive through the use of different techniques. This may indicate that some students are satisfied without using techniques that enhance their learning.

These results support the importance of applying different techniques such as note-taking, jigsaw listening, or even others that promote interactive classes, which can enhance their learning experience and facilitate better understanding.

Table 3

2. Which of these techniques do your professors use in class to enhance the listening skill?

Alternatives	Frequency	Percent
Dictation	8	19,5
Note-taking	21	51,2
Jigsaw listening	4	9,8
Shadowing technique	4	9,8
None of them	4	9,8
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that 51.2% of the students selected the note-taking technique. This means that most of the teachers use this technique to improve the students' listening skills. In addition, 19.5% of the students indicated that the dictation technique is used, while 9.8% selected the jigsaw listening and shadowing technique. Finally, another 9.8% of the students mentioned that they do not use any of these techniques to improve listening skills.

These results highlight the importance of applying different techniques to promote and develop listening skills in the classroom.

Table 4

3. Have you ever heard about shadowing technique?

Alternatives	Frequency	Percent
Always	3	7,3
Often	3	7,3
Sometimes	10	24,4
Rarely	9	22,0
Never	16	39,0
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, 7.3% of the students said that they had always heard about this technique. In addition, 17.1% mention having heard about it often, while 24.4% said they had heard about it sometimes. Meanwhile, 12.2% of the students indicate having heard about it rarely. Finally, a high percentage of 39.0% said they had never heard of the Shadowing technique to improve listening skills.

These results indicate that there is a lack of knowledge about this particular technique among the students, which highlights the importance of providing information and promoting the technique to improve listening skills.

Table 5

4. Have you heard Shadowing technique can enhance the listening skills?

Alternatives	Frequency	Percent
Always	3	7,3
Often	7	17,1
Sometimes	10	24,4
Rarely	5	12,2
Never	16	39,0
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that there is a significant variation in the knowledge about shadowing technique. A total of 39.0% of the students indicated that they have never heard of this technique to enhance listening skills. This suggests that a considerable proportion of the students are not familiar with the Shadowing technique.

Besides, 24.4% of the students mention that they have sometimes heard of this technique, while 17.1% state that they have heard of it often. These percentages indicate that a considerable number of students have some knowledge of the Shadowing technique, although not necessarily on a frequent basis. On the other hand, only 7.3% of students said that they have always heard of this technique, meanwhile 12.2% of the students mention they have heard of it only a few times.

These results reveal that although there is a part of the students who are familiar with the Shadowing technique to enhance listening skills, a considerable majority have not heard of it. This suggests the need to promote more information about this technique as an effective technique for developing listening skills.

Table 6

5. Does the Shadowing technique have a great impact on listening skills?

Alternatives	Frequency	Percent
Always	11	26,8
Often	13	31,7
Sometimes	10	24,4
Rarely	1	2,4
Never	6	14,6
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that 26.8% of the students stated that there is always a great impact on listening skills through Shadowing, whereas 31.7% mentioned that this happens often. These results indicate that a considerable part of the students recognize the value and effectiveness of this technique in the development of listening skills.

On the other hand, 24.4% of the students mentioned that there is sometimes an impact on listening skills with the use of Shadowing, which suggests that there are benefits on certain occasions. However, only a small percentage of 2.4% of students mention that the impact of Shadowing is rare. This suggests that for some students, this technique is not always effective.

In contrast, 14.6% of students mentioned that there is never an impact. This indicates that there is a minority of students who do not consider this technique to be effective. It is important to keep in mind that the success of Shadowing may vary among students and may depend on different individual factors, such as daily practice.

Table 7

6. In your opinion, is listening the most difficult skill to develop?

Alternatives	Frequency	Percent
Always	7	17,1
Often	11	26,8
Sometimes	17	41,5
Rarely	5	12,2
Never	1	2,4
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that many students perceive a certain level of difficulty in developing this skill. Most students 41.5% mentioned that they sometimes consider listening to be the most difficult skill to develop, while 26.8% indicated that they often consider it so. Thus, these percentages indicate a significant acknowledgement of the difficulties associated with the skill of listening.

In addition, 17.1% of the students said that they always consider listening to be the most difficult skill to develop, indicating that for a considerable group of students, this skill represents a constant obstacle. Some 12.2% of the students mentioned that they rarely consider listening to be the most difficult skill, meanwhile only 2.4% indicated that they never consider it to be so.

These results suggest that for a significant portion of students, the development of the listening skill presents significant difficulties. This highlights the importance of providing appropriate guidance and support to help students improve and overcome the challenges associated with listening skills.

Table 8

7. Do you consider that listening skills are the least developed in class?

Alternatives	Frequency	Percent
Always	4	9,8
Often	17	41,5
Sometimes	16	39,0
Rarely	2	4,9
Never	2	4,9
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that 41.5% of the students said that they often find that the listening skill is the one that is least developed in class. This suggests that a significant portion of the students consider that the development of this skill is insufficient during class.

In addition, 39.0% of the students mentioned that they sometimes feel that listening skills are the least developed in class. This indicates that a considerable portion of the students recognize that listening comprehension does not receive adequate attention or is not effectively addressed in their classes. This lack of attention may limit the development of listening skills in learners.

However, it is important to note that there is a group of students (9.8%) who consider that listening skills are always ignored in class, On the other hand, a small percentage of students (4.9%) mention that they rarely or never consider this skill to be the least developed. These contrasting opinions highlight the need for action to address and improve the importance and development of listening skills in class.

Table 9

8. How often do you practice your listening skills?

Alternatives	Frequency	Percent
Always	8	19,5
Often	11	26,8
Sometimes	21	51,2
Rarely	1	2,4
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that the majority of students (51.2%) mentioned that they practice their listening skills sometimes. This indicates that they spend little time on improving this skill. Regular practice of listening contributes to their development and allows them to face the challenges associated with this skill.

In addition, a considerable group of students (26.8%) stated that they practice their listening skills often. These students devote time and effort frequently to improve their listening skills. Constant practice allows them to develop and strengthen their listening skills, which benefits them in their learning and communication process.

Moreover, some students (19.5%) mentioned that they always practice their listening skills. These students are involved in constantly making an effort to improve their listening skills at each available opportunity. This continuous practice allows them to develop increased listening skill effectiveness.

However, it is important to mention that a very small percentage of students (2.4%) mentioned that they rarely practice their listening skills. These students dedicate little time or attention to this skill. It is essential to highlight the importance of regular and constant practice for the effective development of listening skills.

Table 10

9. Which are the common problems in listening skills?

Alternatives	Frequency	Percent
Lack of opportunities to practice and improve listening skills.	4	9,8
Difficulty in maintaining concentration on what is being heard.	10	24,4
Difficulty understanding due to the speaker speaking too fast.	16	39,0
Difficulty in understanding because of different accents.	9	22,0
None of them	2	4,9
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, the most common problem in listening skills, mentioned by 39.0% of the students, is difficulty understanding due to the speaker speaking too fast. This indicates that keeping up with the speed of speech is an obstacle for many students. In addition, 24.4% of students identify difficulty in maintaining concentration on what is being heard, suggesting that lack of focus and distractions affect listening skills.

Another difficulty, mentioned by 22.0% of the students, is difficulty in understanding because of different accents. On the other hand, 9.8% of students identify the lack of opportunities to practice and improve listening skills as a problem. This highlights the importance of providing activities and exercises that allow students to practice and develop their listening skills. Only 4.9% of students select the option "none of them", indicating that most students recognize at least one of the problems mentioned.

Table 11

10. Do you agree that regular practice of listening skills development can help you overcome these difficulties?

Alternatives	Frequency	Percent
Strongly agree	24	58,5
Agree	14	34,1
Neither agree or disagree	3	7,3
Total	41	100,0

Note: Students' opinion from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros.

According to the table, it is observed that the majority of the students agree with this statement. 58.5% of the students strongly agree that regular practice can be beneficial in overcoming challenges in listening skills.

In addition, 34.1% of the students indicate that they agree. These percentages support the idea that regular practice of listening skill development is critical to overcoming common problems, such as listening skill. Finally, a small percentage of 7.3% of the students does not show a clear position on this statement.

Therefore, these results underline the importance of regular practice to overcome difficulties and improve listening skills.

Discussion

The purpose of this research was to explore the impact of the Shadowing technique to enhance listening skill. Through the analysis of previous research, the results consistently support the benefits of this technique in the enhancement of listening skills. However, the results of the survey carried out with students of the first semester from PINE revealed that several of them are unfamiliar with the Shadowing technique. It is important to note that the lack of knowledge of the technique by some participants does not preclude the significant impact that Shadowing can have on enhancing listening skills. In this sense, Adriani, et al. (2021) affirmed the effectiveness of Shadowing by conducting a study in which one group used the technique and another did not. The results of this previous research showed that the group that used it improved their listening skills.

Similarly, a study by Junipisa and Aristana (2021) determined the effectiveness of the Shadowing technique in improving learners' listening skills. Those participants in this previous study who practiced regularly with the Shadowing technique experienced a significant improvement, which also led them to develop their speaking and listening skills.

Finally, the Shadowing technique not only has an impact on listening skills but can also have a great impact on speaking skills. As demonstrated by Yavari & Shafiee (2019) the application of Shadowing technique can have a great influence on speaking skill, as students can improve their pronunciation, fluency, and oral expression in the target language. Therefore, Shadowing can be an effective technique to enhance both listening and speaking skills in language learning.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After an exhaustive analysis and interpretation of the results obtained both from previous research and from the survey applied on the shadowing technique in listening skills, the following conclusions were obtained:

- It was determined that the Shadowing technique has a significant impact on enhancing listening skills, which is supported by several research studies. The results of previous research support the effectiveness of Shadowing as a valuable technique for enhancing listening skills in language learning. Thus, there are evident advantages of this technique, such as the development of listening skills, vocabulary enrichment and increased speed of auditory processing. On the other hand, there are also disadvantages such as lack of knowledge of the technique, as well as lack of implementation.

- In this research work it was possible to identify the common problems that students have in the listening skill. Several common problems affect this skill such as the lack of opportunities to practice and develop it, as well as the difficulty to maintain concentration, or even the speed of the speakers' speech that difficult the comprehension. These problems have a significant impact on listening skills and affect its development.

- Finally, the great impact of the Shadowing technique on the improvement of listening skills was described. Previous research results indicated that regular practice of Shadowing leads to a significant improvement in listening skills. Therefore, Shadowing offers a practical and effective way to develop and enhance listening skills, giving learners the opportunity to actively participate in the learning process and increase their listening comprehension.

4.2 Recommendations

- The Shadowing technique improves listening skills. Therefore, it is recommended to provide information about the technique and its positive effects on listening skills. Students should have the opportunity to practice this technique in the classroom, as well as be guided in its correct application. In addition, it can be combined with other techniques and activities to enhance listening skills.

- As a final recommendation, it is recommended to consider the common problems in listening skills. Therefore, it is essential to encourage regular and consistent practice of listening skills. Students should regularly and consistently practice listening skills and be encouraged to seek opportunities outside the classroom to practice listening skills. Consistent practice will reinforce and improve their listening skills.

- As a final recommendation, the integration of Shadowing as a learning technique is recommended. By implementing Shadowing on a regular and structured basis, learners can have important opportunities to practice and enhance their listening skills. In addition, it is important to provide them with appropriate guidance and feedback to optimize the benefits of Shadowing in developing listening skills.

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ANNEXES

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 11 de abril del 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinación de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "SHADOWING TECHIQUE AND LISTENING SKILL" propuesto por el estudiante Mateo Nicolás Chicaiza Guato, portador de la Cédula de Ciudadanía N° 1850924828, estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes

Atentamente.

....
Lcda. Sarah Jacqueline Iza Pazmiño Mg.
05017411960
2801345
0984060528
sj.iza@uta.edu.ec

Annex 2

Cronbach's alpha validation

Reliability Statistics

Cronbach's Alpha	N of Items
,774	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Do you think your learning should be more interactive through the use of different techniques?	22,90	31,656	,356	,765
Which of these techniques do your professors use in class to enhance the listening skill?	22,30	30,678	,379	,764
Have you ever heard about shadowing technique?	21,80	27,956	,765	,713
Have you heard Shadowing technique can enhance the listening skill?	21,90	28,100	,696	,720
Does the shadowing technique have a great impact on listening skill?	22,00	32,000	,532	,749
In your opinion, is listening the most difficult skill to develop?	22,50	29,167	,660	,728
Do you consider that listening skills are the least developed in class?	22,30	29,789	,406	,761
How often do you practice your listening skills?	22,90	36,767	-,045	,802
Which are the common problems in listening skills?	22,40	29,378	,326	,782
Do you agree that regular practice of listening skill development can help you overcome these difficulties?	23,10	31,656	,531	,748

Annex 3

Validated Survey

<div align="center">

UNIVERSIDAD TÉCNICA DE AMATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Survey applied to students

</div>

Objetive: To explore the impact of the Shadowing technique to enhance listening skill.

Instruction: Read carefully, complete and choose the best option based on your own opinion.

1. **Do you think your learning should be more interactive through the use of techniques?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

2. **Which of these techniques do your professors use in class to enhance listening skill?**

a) Dictation

b) Note-taking

c) Jigsaw listening

d) Shadowing technique

e) None of them

3. **Have you ever heard about the Shadowing technique?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

4. **Have you heard that Shadowing technique can enhance listening skills?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

5. **Does the shadowing technique have a great impact on listening skill?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

6. **In your opinion, is listening the most difficult skill to develop?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

7. **Do you consider that listening skills are the least developed in class?**

a) Always

b) Regularly

c) Sometimes

d) Rarely

e) Never

8. **How often do you practice your listening skills?**

a) Always

b) Regularly

c) Sometimes

d) Rarely

e) Never

9. **Which are the common problems in listening skills?**

a) Lack of opportunities to practice and improve listening skills.

b) Difficulty in maintaining concentration on what is being heard.

c) Difficulty understanding due to the speaker speaking too fast.

d) Difficulty in understanding because of different accents.

e) None of them

10. **Do you agree that regular practice of listening skill development can help you overcome these difficulties?**

a) Strongly agree

b) Agree

c) Neither agree or disagree

d) Disagree

e) Strongly disagree

THANKS FOR YOUR COLLABORATION!

Annex 4

Urkund Report

Document Information

Analyzed document	Shadowing technique and Listening skill.docx (D171425002)
Submitted	2023-06-28 03:46:00
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Submitter email	mchicaiza4828@uta.edu.ec
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Analysis address	ve.chicaiza.uta@analysis.urkund.com