

UCUENCA

Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencias de la Educación Carrera de
Pedagogía de los Idiomas Nacionales y Extranjeros

**The Shadowing Technique for Developing English Language Students'
Listening and Speaking Skills**

Trabajo de titulación previo a la
obtención del título de
Licenciado en Pedagogía del
Idioma Inglés

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Cuenca, Ecuador

2024-10-10

Resumen

Este estudio describe el impacto de la técnica de shadowing en ayudar a los aprendices de inglés en desarrollar sus destrezas auditivas y orales, las cuales son elementos claves en el aprendizaje del idioma inglés. Shadowing es estudiada como una técnica que fomenta la adquisición del idioma desde una perspectiva lúdica, atractiva, dinámica, y didáctica. Teoréticamente, se analiza shadowing como una técnica pedagógica, incluyendo a las destrezas auditivas y orales, como principales variables de estudio. Este trabajo es una síntesis de investigación de veinte artículos científicos empíricos escritos en inglés y enfocados en usar la técnica de shadowing para mejorar las destrezas auditivas y orales de los participantes. Las conclusiones más notables destacan que la técnica de shadowing impacta positivamente las destrezas auditivas y orales de los estudiantes de inglés al promover la adquisición de vocabulario, proveer beneficios cognitivos y mejorar el entendimiento de aspectos fonéticos y fonológicos. Adicionalmente, la técnica de shadowing incrementa la motivación de los estudiantes para aprender inglés.

Palabras clave del autor: técnica de shadowing, destreza auditiva, destreza oral, aprendizaje de inglés



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Abstract

This research aims to determine the impact of the shadowing technique on aiding English language learners (ELLs) in developing their listening and speaking skills, which are key elements in English language learning. Shadowing is studied as a technique that fosters language acquisition from a ludic, engaging, dynamic, and didactic perspective. Theoretically, this study analyzes shadowing as a pedagogical technique, including listening and speaking skills, as primary study variables. This work is a research synthesis of twenty empirical scientific articles written in English and focused on using the shadowing technique to improve participants' listening and speaking skills. The most notable conclusions highlight that the shadowing technique positively impacts ELLs' listening and speaking skills by promoting vocabulary acquisition, providing cognitive benefits, and improving understanding of phonetic and phonological aspects. Additionally, the shadowing technique increases students' motivation to learn English.

Author Keywords: shadowing technique, listening skill, speaking skill, English language learning



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Acknowledgments

First and foremost, I am grateful to God for guiding me throughout my life, blessing me every day, and providing me with the necessary strength and motivation to achieve my goals.

Additionally, I express my deep gratitude to all teachers' contributions throughout my academic formation for their support and guidance. I could not have completed this project without this immense help. Likewise, I'd like to thank Nube Loja, a nice classmate and colleague.

Josué Ismael Bustos León

First and foremost, I would like to thank God for giving me strength during my most difficult moments throughout this long process. The completion of this thesis is a great achievement in my academic career, and it would not have been possible without the support and encouragement of many people. I am grateful to my thesis partner, Josue Bustos, for his hard work and companionship during this journey. I also express my gratitude to all the professors and classmates who positively influenced my personal growth to become a professional. Additionally, I am thankful to my thesis advisor, Mgtr. Paul Bernal, for his motivation and guidance. Finally, I want to acknowledge all my friends and family members who believed in me and provided their sincere and unconditional support.

Nube del Cisne Loja Quichimbo

Dedication

I want to dedicate this research work to my beloved family, especially to my parents and siblings for being the emotional fuel, leading me to pursue my goals every day.

Josué Ismael Bustos León

This research work is with endless love for the most important people in my life. First, I dedicate this thesis to my parents, Maria Quichimbo and Benigno Loja, whose unconditional support, encouragement, motivation, and love have inspired me to keep working hard and never give up. I will be eternally grateful for all that you have done for me. Similarly, this work is to my dear grandparents, Luz † and Julio †, even though you are no longer with us, your spirit and love continue to guide me. I also want to dedicate this thesis to my lovely sisters, Diana, Nathaly, and Fanny, who have always supported and encouraged me to fulfill my goals. Even though life has taken them far away to another country, I want them to know that I always carry them in my heart, and their presence remains a cherished part of my life, no matter the distance. Then, I express my sincere gratitude to my beloved Kevin, who has been a fundamental person throughout my career, always supporting and motivating me, no matter how difficult it has been. I will always value the unconditional love and support they have given me. Their faith in me has been my greatest strength, and this achievement is as much theirs as it is mine. Last, but certainly not least, I want to dedicate this work to myself. I believe I have earned this achievement thanks to my dedication and resilience.

Nube del Cisne Loja Quichimbo

Introduction

The development of listening and speaking skills is crucial for English language proficiency (Giang, 2022). Therefore, teachers need innovative pedagogical techniques to enhance these skills. Although not well-known, shadowing is an effective technique. However, few studies focus on its use as a primary method to improve listening and speaking skills. Thus, compiling these studies into a research synthesis is necessary to provide insights on the subject.

The general objective of this research synthesis was to determine the impact of the shadowing technique on developing students' listening and speaking skills. The specific objectives were to analyze how the shadowing technique is implemented in developing English Language Learners' (ELLs') listening and speaking skills, to explore the advantages and disadvantages of using the shadowing technique, and to report teachers' and students' perceptions of this technique.

This research synthesis is divided into six chapters. The first chapter introduces the research, detailing the background, problem statement, rationale, research question, and objectives. The second chapter covers the theoretical framework, describing key concepts regarding the shadowing technique and listening and speaking skills. The third chapter presents the literature review, summarizing twenty academic articles selected to answer the research question. The fourth chapter explains the research methodology, detailing how the study was conducted, including article selection and data gathering based on inclusion and exclusion criteria. The fifth chapter analyzes the data from the chosen studies, categorized into nine different groups to address the research question and objectives. Finally, the sixth chapter presents the conclusions, recommendations for further analysis, and references.

CHAPTER I

1. Description of the Research

1.1. Background

Shadowing is a useful technique in the language classroom due to its advantages. The APA Dictionary of Psychology (2021) defines shadowing or speech shadowing as “a task in which a participant repeats aloud a message word for word at the same time that the message is being presented, often while other stimuli are presented in the background.” Likewise, Marslen-Wilson (1985) has elucidated that the shadowing technique occurs “[when] the shadowing subject listens to a spoken message, and their task is to immediately repeat it back, word for word, as they hear it” (p. 56). Correspondingly, this research synthesis will focus on the shadowing technique in terms of improving ELL’s listening and speaking skills.

Learning English encompasses mastering different skills. Concretely, the shadowing technique focuses on developing listening and speaking skills to help learners become fluent in the language. As Foote and McDonough (2017) have explained, “Shadowing has been demonstrated to improve various aspects of foreign language learners’ English and speaking skills, more specifically it effectively improves learners’ phoneme perception” (p. 1). ELL might face different challenges in terms of how they comprehend language. However, one partial solution is shadowing as a technique to improve peers’ perception of English as a foreign language and its components for listening and speaking skills. Hamada (2016) has stated that practicing the shadowing technique can frequently benefit English students’ speaking performance. He has claimed that “because learners do produce speech sounds – by replicating what they hear when shadowing – shadowing is assumed to benefit overall listening and speaking development” (p. 38). Similarly, the shadowing technique allows learners to practice their speech without the need for direct instructions (Foote and McDonough, 2017). Findings from the studies by Martinsen et al. (2017) have described shadowing as a useful technique to improve learners’ pronunciation, listening, and speaking skills.

1.2. Problem Statement

Usually, a significant number of ELLs struggle to reach native-like mastery of the English language, especially when dealing with listening and speaking skills (Floria, 2011). Hamada (2016) points out that “English learners commonly face listening comprehension problems: they are unable to recognize target words or sentences when listening, despite knowing the word or sentence” (p. 2). In addition, a study conducted with English as a Foreign Language (EFL) students by Alcívar (2021) found that linguistic obstacles limited their communicative

skills. In other words, many students exhibit deficient listening and further production of speaking skills. Additionally, Salim et al. (2020) have stated that by implementing the shadowing technique, students can strengthen their ability to express themselves. Moreover, Salim et al. (2020) have claimed that after using the shadowing technique, there is a significant improvement in students' overall speech.

Therefore, English language instructors must incorporate suitable techniques that can significantly minimize these inconveniences in language learning. Consequently, this research synthesis is intended to analyze the advantages and disadvantages of applying the shadowing technique in the English language learners' development of listening and speaking skills. Conducting this research synthesis is necessary as the benefits of incorporating the shadowing technique can strongly help students build on their English language learning process.

1.3. Rationale

Though shadowing is a topic that has not been widely discussed, a few studies still focus on shadowing as a primary technique for becoming good listeners and speakers. However, since there is a lack of studies on the use of shadowing within Latin America, it is vital to develop a research synthesis that can reach other contexts worldwide.

English Language Learners (ELLs) are not likely to be exposed to the pronunciation of native words, affecting their listening and comprehension of audio or chunks of conversations held by native English speakers. However, studies have found that shadowing in English language learning classrooms helps students gather language proficiency and performance. The shadowing technique has meaningful and real-world effects in fostering and practicing listening and speaking skills (Giang, 2022). After practicing shadowing, students can adjust their speech to use the correct intonation and discourse while speaking. Following this point, students see shadowing as a more natural and effective process than traditional lectures or sessions (Debreli, 2018).

Furthermore, it is important to consider approaching different studies based on the development of listening and speaking sub-skills to create links between these topics and develop better solutions to improve students' competence in English language learning. Hence, shadowing must be addressed as an essential and natural technique that students have to experience throughout their academic life when learning English. Additionally, it is seen that this technique can be used as an indispensable pillar for the development of listening and speaking skills instead of those methods that focus more on function rather than form and meaning. Therefore, this research synthesis will help expand the core investigation of the

impact of using the shadowing technique on English language students' learning process development. By doing so, we intend to encourage English language teachers and students to appreciate the shadowing technique and its possible contributions to acquiring a better English level.

1.4. Research Question

After a thorough investigation, one research question will be approached in the following research synthesis.

- How does the shadowing technique impact the development of English language students' listening and speaking skills?

1.5. Objectives

1.5.1. General Objective

To determine the impact the shadowing technique has on helping students develop their listening and speaking skills.

1.5.2. Specific Objectives

- To analyze how the shadowing technique is implemented in developing students' listening and speaking skills.
- To explore the advantages and disadvantages of shadowing to help students develop their listening and speaking skills.
- To report teachers' and students' perceptions regarding the shadowing technique.

CHAPTER II

2. Theoretical Framework

This study focuses on implementing the shadowing technique; therefore, it is paramount to operationalize the terms encompassing this research. Moreover, it is important for those in the educational field, to understand what these terms imply to have a bedrock foundation from a theoretical perspective.

2.1. Technique

A technique means performing or doing something in a specific task. On an educational ground, this means that teachers carry out learning activities based on different techniques or manners and apply them in their teaching process to help students achieve their learning outcomes (Tahir, 2012). Additionally, a technique is considered a way that encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, a technique is classroom activities integrated into lessons and used as the basis for teaching and learning (Tahir, 2012).

2.2. Shadowing Technique

Ever since the beginning, shadowing has been defined by many researchers in several ways. In this regard, Marslen-Wilson (1985) has defined shadowing as a task in which a participant is required to repeat a speech as they hear it. Likewise, Lambert (1992) has suggested that "shadowing is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli in the same language, parrot-style, of a message" (p. 17). Throughout time, this term has evolved and started to be known as the shadowing technique; however, the traits of the term have remained. Thus, Tamai (1997) has considered the shadowing technique as an active, cognitively demanding exercise where learners simultaneously track the speech they hear and vocalize it as clearly as possible.

According to Ekayati (2020), shadowing involves listening and speaking at the same time, and it is considered a listening task used to help learners acquire prosodic feature language and improve their listening skills by involving the learners in listening to a spoken text in the target language and, at the same time, repeat the words they hear. According to Sumarsih (2017), it is a listening exercise in which English learners repeat as exactly as possible the speech they hear. However, it is not merely repetition because shadowing is cognitive repetition in which learners should focus on quickly identifying the words (Hamada, 2016).

According to Shiki et al. (2010), the shadowing technique is a process of repetition of verbal expression. Traditionally, this conception has been reinforced by Salim et al. (2020) when they state that this technique is an activity in which the listener repeats or produces the speech that comes in the sound immediately. Therefore, shadowing can be suitable for developing speaking fluency (Yavari and Shafiee, 2019).

It is important to point out that according to Marslen-Wilson (1985), this technique can be found in the social learning theory, which Albert Bandura significantly advanced in the middle of the 20th century. Bandura's theory emphasizes the significance of observational learning,

in which people pick up behaviors by observing and imitating others. This idea is crucial to comprehending shadowing since people learn and practice language from their surroundings by repeating what they hear. Thus, the auditory interaction and its verbal reiteration are the core of this technique that has been maintained over the years. However, it is no longer known only as shadowing but as the shadowing technique.

2.3. Listening and Speaking Skills

Since this technique involves auditory and verbal interactions, it is relevant to understand what the listening and speaking skills imply theoretically. Firstly, Barotova (2021) stated that listening is a complex mental activity, and without it, verbal communication becomes impossible. Secondly, speaking means communicating with someone by emitting words during the process in which a person manages to convey meaning (Chaney, 1998). Speaking proficiency in English is a learning outcome that must be achieved during language acquisition. "Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their spoken language proficiency." (Richards, 2008, p. 19).

According to Brown (2008), listening and speaking are closely related since speaker and listener are needed for correct interaction. However, for some teachers listening is the most difficult skill to acquire (Pratama, 2020). So, to achieve listening skills multiple factors such as the perceptual adaptation process, sound categorization, and phonological awareness are considered. Phonological awareness when listening implies being able to get sounds that are spoken (Hamada and Suzuki, 2021). This is considered since this research synthesis studies a technique good for phonological working memory such as shadowing for listening and speaking skills. Consequently, listening provides input for learners. Fussalam, Lestari and Anggelia (2019) have stated that discriminative listening is the basic type that implies making sense of the meaning expressed by discriminating other languages' phonemes.

Speaking skills also play an important role in communication since they are used not only for expressing information but also for thoughts and feelings (Rao, 2019). Therefore, these skills are essential for people who want to learn English and participate in different oral activities such as debates, interviews, and public speeches. Speaking is also a productive skill that is divided into two categories: accuracy and fluency. Accuracy implies the use of vocabulary, grammar, and pronunciation, while fluency considers the ability to continue when speaking spontaneously (Parmawati and Inayah, 2019). In this way, teachers should give students opportunities to practice their listening and speaking skills as much as possible, since as Ulfa

and Fatimah (2019) have declared, the way speakers pronounce words clearly makes the listeners easily understand what they hear and produce a clear voice to the listener.

2.4. Types of Shadowing

Similarly, just as various studies and authors have defined the shadowing technique, its classification also warrants presentation. This study focuses on the key researchers who have classified shadowing techniques into different types.

2.4.1. Norman's Types of Shadowing

Norman (1969) classified the shadowing technique into Phrase shadowing and Phonemic shadowing. Phrase shadowing involves repetition of the speech, either utterances or language chunks, taking some time to continue between some words. The words are slightly delayed behind the words of the input, in that semantic chunks are the boundaries of the latency (Norman, 1969). This means that speech shadowing involves the repetition of the speech for a longer period of time. On the opposite side, phonemic shadowing implies that each sound is repeated at the same time as the shadower hears it without waiting for the completion of meaning or words (Chung, 2010).

2.4.2. Murphey's Types of Shadowing

Murphey (2001) defined three types of shadowing: complete, selective, and interactive. Firstly, complete shadowing refers to when the listener shadows everything speakers say (Murphey, 2001). It means that the shadower immediately goes behind the full shadowing. Secondly, selective shadowing means choosing some specific phrases out of everything that the shadower does. Finally, interactive shadowing, according to Murphey (2001), refers to a natural conversation, so the shadower, more than just a shadow, has to add some comments or words.

2.4.3. Kadota and Tamai's Types of Shadowing

As a third classification, Kadota and Tamai (2004) have described the shadowing technique with four types: mumbling, synchronous reading, prosody, and content shadowing. Mumbling refers to imitating the sounds in a low voice. Synchronized reading is when the listeners shadow the audio, read the script out loud, and simulate every sound and intonation. Likewise, the third type occurs when the listeners try to shadow as if it were synchronized but without a script. Finally, content shadowing is when listeners focus not only on the shadow training but also on the content.

Overall, developing the theoretical framework was essential for going over the most relevant theories concerning the use of the shadowing technique. The concepts previously defined are linked to the academic articles analyzed in the following chapter.

CHAPTER III

3. Literature Review

In this section, a review of the existing literature is carried out on the bibliographic contributions of each study, highlighting their participants, purposes, and findings. This review is carried out in three sections. The first section deals with the instruments related to the implementation of the shadowing technique in English language learning classrooms. The second part presents studies on the advantages and disadvantages of using the shadowing technique. Finally, the third section encompasses studies related to English language teachers' and students' perceptions regarding the use of the technique.

3.1. Implementation of the Shadowing Technique

Implementing the shadowing technique involves several key considerations to ensure its effectiveness in language learning. This section encompasses a variety of studies that report a range of instruments that have been employed to implement the shadowing technique for improving students' listening and speaking skills. Thus, this section will provide detailed information regarding the instruments used to implement the shadowing technique, including videos, audio recordings, visual listening aids, audio scripts, and readings.

3.1.1. Video-Based Shadowing Technique

In a study conducted by Wibowo (2022), the focus was on assessing the effectiveness of imitation and shadowing techniques in improving speaking skills. The study involved 21 participants from the Maritime Faculty of Ivet University (Indonesia) and found significant speaking achievements, with university students benefiting from the interactive and engaging nature of video-based shadowing. Likewise, Adromi et al. (2023) conducted a study with 60 high school students of SMAN 10 Pandeglang (Indonesia) to evaluate the impact of video-based shadowing on students' speaking skills. The findings indicated that students showed enhanced speaking abilities, demonstrating that video materials make learning more effective. Junipisa and Aristana (2021) analyzed the effectiveness of shadowing using videos to improve English listening skills among 17 secondary school students. The study reported improved listening scores and better academic performance, indicating the technique's efficacy.

Similarly, in another study, Nguyen and Nguyen (2019) explored the use of videos in shadowing to improve listening and speaking skills with 40 young learners in grade 5 at an English center. The study found significant improvements in students' pronunciation, listening comprehension, oral proficiency, and fluency, highlighting the benefits of videos.

3.1.2. Audio Recordings - Based Shadowing Technique

Researchers Binarkaheni and Dewangga (2024) investigated the effects of audio recordings on pronunciation accuracy among 20 students. The study observed enhanced listening and speaking skills. Micik and Rızaoğlu (2024) examined the impact of audio-based shadowing on listening and speaking skills among 52 secondary school students, reporting improved listening comprehension, pronunciation, and speaking fluency. Also, Campoverde and Argudo (2023) assessed the benefits of audios (recorded songs and conversations) for listening skills among approximately 46 female students from Luisa de Jesús Cordero High School, finding significant improvement in listening skills, emphasizing the importance of auditory practice. Tran (2021) evaluated the effectiveness of audio shadowing, in this case, a BBC six-minute English among 22 participants, observing significant improvements not only helpful in listening and speaking skills, but also in pronunciation, better articulation, and intonation.

Similarly, Ginting (2019) studied the impact of shadowing with audio recordings on listening skills with 80 students from the English Department, Universitas Negeri Megan, Indonesia. Ultimately, the study revealed that students get a significant difference between the control and experimental groups. It means that the students improved their listening comprehension. Win (2020) explored the effectiveness of audio shadowing in improving listening skills among 3 students during a training course at the Regional English Language Center (RELC) Singapore, noting notable improvements in listening skills and greater accuracy in comprehension. Barkov (2022) investigated the effects of shadowing with audio recordings on listening and speaking skills. The participants were 29 students from the National Autonomous University of Mexico. It reported significant enhancements in listening comprehension and in the same way, speaking skills. Additionally, Lestari (2020) assessed the impact of audio shadowing on listening comprehension involving 35 university students from Nommensen HKBP University (Indonesia), noting improved listening scores and comprehension. Ekayati (2020) evaluated using audio recordings during the shadowing technique to improve English pronunciation. In total, 60 eighth-grade students from SMP Muhammadiyah 02 Pahlawan, Medan (Indonesia) demonstrated significant improvements in listening skills. Salim et al. (2020) aimed to enhance pronunciation using audio shadowing techniques among 70 senior high-school students from SMPN 2 Pujut in Indonesia, observing significant improvements in pronunciation, grammar, and vocabulary. Sugiarto et al. (2020) examined the impact of

shadowing on English pronunciation among 40 tertiary students from IAIN Curup, Indonesia, finding marked improvements in pronunciation aspects like monophthongs, diphthongs, consonants, and stress patterns. Maini and Rachmanita (2020) aimed to improve listening achievement by shadowing 72 tenth graders from SMA Negeri 3 Unggulan Kayuagung in Indonesia, observing significant improvement in listening scores, and demonstrating the technique's effectiveness. Moreover, Nguyen and Nguyen (2019) explored the use of audio in the shadowing technique for improving listening and pronunciation involving 40 young learners in grade 5 at an English center in Vietnam, reporting enhanced listening comprehension, speaking, oral fluency, and pronunciation accuracy. Finally, Sumiyoshi and Svetanant (2017) studied the use of audio shadowing on language acquisition with 36 university students from Australia, finding improved listening and speaking skills.

3.1.3. Visual Listening-Based Shadowing Technique

Regarding the Visual Listening instrument, Campoverde and Argudo (2023) evaluated the impact of visual listening aids in shadowing on language learning among 46 female students. This study was conducted in Luisa de Jesús Cordero High School, an Ecuadorian high school. To do so, picture and audio-matching activities were carried out, noting enhanced listening comprehension and overall language proficiency.

3.1.4. Audio Scripts - Based Shadowing Technique

Following the audio scripts, Win (2020) analyzed the impact of the shadowing technique on listening skills with audio scripts taken from YouTube. The findings of this study suggest that Singapore students' ability to produce stress patterns improved due to the activation of prior knowledge, which can enhance long-term memory. Additionally, the study shows that shadowing, both with and without text, can influence their performance.

3.1.5. Readings-Based Shadowing Technique

Hamada (2018) aimed to improve listening skills through reading-based shadowing. The participants were 58 university students from Japan. Likewise, Sugiarto et al. (2020) assessed the impact of reading-based shadowing on pronunciation among 40 tertiary students, finding marked improvements in pronunciation aspects like monophthongs, diphthongs, consonants, and stress patterns.

3.2. Advantages and Disadvantages of Using the Shadowing Technique

Based on the selected data, the shadowing technique has been acknowledged for its potential implications on academic performance, offering various advantages and possible

disadvantages. This review synthesizes findings from multiple studies to provide a comprehensive overview of the effectiveness and challenges associated with this technique.

3.2.1. Advantages of Using the Shadowing Technique

In a study conducted by Hamada (2018), a quasi-experimental study, with Japanese college students to evaluate the impact of shadowing on pronunciation and listening skills was applied. The study involved two groups: an experimental group that practiced shadowing and a control group that used traditional listening exercises. The results showed that the experimental group demonstrated significant improvements in pronunciation accuracy and listening comprehension compared to the control group. Hamada attributed these gains to the repetitive nature of shadowing, which helps students internalize phonetic patterns and improve their overall listening skills. This study highlighted the potential of shadowing to enhance phonological skills through consistent practice. Maini and Rachmanita (2020) investigated the effects of shadowing on Indonesian high school students' pronunciation skills through a quasi-experimental design. The study involved pre-tests and post-tests to measure pronunciation accuracy before and after the intervention. The findings revealed that students who engaged in shadowing activities showed marked improvement in their ability to mimic native speaker pronunciation, leading to better overall speech clarity. The aforementioned authors concluded that the repetitive and immersive nature of shadowing makes it an effective tool for improving pronunciation in EFL learners. Additionally, Binarkaheni and Dewangga (2024) conducted a mixed-methods study to examine the impact of shadowing on listening comprehension among Indonesian EFL students. The study utilized listening tests and interviews to collect quantitative and qualitative data. The results indicated that students who practiced shadowing performed better in listening comprehension tests and reported increased confidence in understanding spoken English. The authors suggested that shadowing helps learners break down and comprehend individual phonemes and words more effectively, enhancing their listening skills. Furthermore, Ekayati (2020) explored the role of shadowing in improving listening comprehension through a quasi-experimental study with university students. The study involved two groups: one practicing shadowing and the other following traditional listening exercises. The findings showed significant improvements in the listening test scores of the shadowing group compared to the control group. The study concluded that shadowing fosters bottom-up processing skills, enabling learners to decode spoken language more efficiently. In the same way, Giang (2022) examined the effects of shadowing on Vietnamese EFL learners' listening and speaking skills using a mixed-methods approach. These students were from some universities in Ho Chi Minh City. The study included pre-tests and post-tests, as well as interviews to gather in-depth insights. The results demonstrated substantial gains

in both listening comprehension and speaking performance for the shadowing group. Giang attributed these improvements to the continuous practice and immediate feedback inherent in shadowing, which helps learners internalize correct language patterns and usage. Likewise, Nguyen and Nguyen (2019) conducted a longitudinal study to assess the impact of shadowing on oral fluency among Vietnamese university students. The study spanned a semester, with students participating in regular shadowing sessions. The findings revealed that students who engaged in shadowing showed improved fluency, reduced hesitations, and more natural speech patterns. The authors concluded that shadowing bridges the gap between listening and speaking, promoting smoother and more confident oral communication. Adromi et al. (2023) explored the effects of shadowing on speaking skills in a study involving Indonesian high school students. The quasi-experimental design included pre-tests and post-tests to measure speaking proficiency. The results indicated that students in the shadowing group exhibited significant improvements in overall speaking performance. The authors emphasized that shadowing helps students practice intonation, rhythm, and stress patterns, which are crucial for effective spoken communication. Finally, Tran (2021) investigated the role of shadowing in vocabulary acquisition and grammatical accuracy through a quasi-experimental study with Vietnamese EFL learners. The study involved pre-tests and post-tests to assess vocabulary. The findings showed that students who practiced shadowing learned new words more effectively than those who did not engage in shadowing activities. Tran concluded that the repetitive nature of shadowing reinforces vocabulary retention.

3.2.2. Disadvantages of Using the Shadowing Technique

Campoverde and Argudo (2023) examined the disadvantages of shadowing, particularly the issue of noise, in a study involving Ecuadorian EFL learners. This qualitative study used observations and interviews to gather data about the students' experiences. The findings revealed that the simultaneous reproduction of sounds by multiple students created a noisy environment, which hindered concentration and reduced the effectiveness of the learning process. The authors suggested that managing the noise level is crucial for the successful implementation of shadowing in classrooms. Giang (2022) also highlighted the time-consuming nature of shadowing in his study with Vietnamese learners. The qualitative data indicated that both teachers and students found shadowing to be a lengthy process, requiring substantial time investment for practice and repetition. This can be challenging in educational settings where time is limited, and other activities also need to be accommodated. The study emphasized the need for careful planning and time management when incorporating shadowing into the curriculum. Another challenge identified by Giang (2022) was the selection of appropriate materials for shadowing. The study reported difficulties in finding materials that

were both engaging and suitably challenging for students. Inappropriate material selection led to reduced motivation and effectiveness of the shadowing practice. The author recommended the development of adapted materials to ensure the technique's success. The lack of habituation at the beginning of the technique's application was highlighted as another disadvantage by Junipisa and Aristana (2021) and Lestari (2020). Both studies, conducted with Indonesian EFL learners, found that students might not become habituated to the shadowing technique at first. In other words, students took their time to lose their fear and become familiar with the technique.

3.3. Students' and Teachers' Perceptions of the Use of the Shadowing Technique

The shadowing technique has gained prominence in language acquisition as a means to enhance listening and speaking skills. This section aims to explore students' and teachers' perceptions regarding the utilization of the shadowing technique in English language classrooms. By examining their viewpoints, it is possible to gain valuable insights about the implementation of this technique and its impact on students' and teachers' learning experiences, accordingly.

3.3.1. Students' Perceptions of the Use of the Shadowing Technique

Barkov (2022) found that the shadowing technique is particularly effective in an online setting. This study involved Mexican university students participating in an online English learning curriculum that included shadowing activities. The students reported that shadowing was beneficial in enhancing their listening and speaking skills through repetitive practice. The online setting allowed students to practice shadowing at their own pace and convenience, which contributed to their positive perception. The study used both qualitative feedback from student interviews and quantitative data from performance assessments to reach these conclusions. The interactive nature of the shadowing technique is another positive perception noted by students. The study conducted by Campoverde and Argudo (2023) found that shadowing sessions were more engaging compared to traditional methods. The study involved classroom observations, student surveys, and interviews. Ecuadorian students expressed that shadowing made the learning process more dynamic and engaging. Junipisa and Aristana (2021) reported similar findings, where students felt that shadowing activities were interactive and helped maintain their interest in learning. Salim et al. (2020) supported these observations, noting that the interactive component of shadowing encourages active participation, which is essential for effective language acquisition. These studies concluded that the interactivity of shadowing contributes to higher engagement levels, which enhances the overall learning experience. Sumiyoshi and Svetanant (2017) focused on the aspect of

practice constancy provided by the shadowing technique. Their study involved a detailed analysis of Australian student progress over several months. Students appreciated the consistent and regular practice that shadowing offers, which is crucial for language acquisition. The study used pre-and post-tests to measure improvements in pronunciation and listening skills. The repetitive nature of shadowing helped students refine their listening comprehension and oral production over time. The conclusion was drawn from both qualitative feedback and quantitative improvements in language skills, indicating that consistent practice is a key factor in language learning success. Motivation is another positive perception associated with the shadowing technique. Binarkaheni and Dewangga (2024) conducted a study that showed students felt more motivated to learn English through shadowing. The study used motivational surveys and performance data to assess motivation levels before and after implementing shadowing activities. Students reported higher levels of motivation and engagement in their language learning. Lestari (2020) and Rosyidi et al. (2022) reported similar findings, noting that the engaging and repetitive nature of shadowing helped maintain students' interest in language learning. These studies concluded that increased motivation from shadowing leads to better performance in language tasks, as motivated students are more likely to put in the effort needed for improvement. Confidence building is another significant perception noted by students. Micik and Rizaoglu (2024) conducted a study involving EFL learners and found that shadowing significantly boosted learners' confidence in their speaking abilities. The study used pre- and post-intervention surveys and performance assessments to measure confidence levels. Students reported feeling more confident in their speaking skills after regularly practicing shadowing. Nguyen and Nguyen (2019) supported these findings, showing that regular practice and immediate feedback helped students overcome their fear of making mistakes. These studies concluded that increased confidence from shadowing leads to more frequent and effective use of the language, as confident students are more willing to engage in speaking activities. The practical and useful aspects of the shadowing technique have also been emphasized. Campoverde and Argudo (2023) found that students considered shadowing a practical tool for improving their language skills. Students appreciated the straightforward and practical nature of the activities. Sumiyoshi and Svetanant (2017) supported these findings, noting that shadowing's structured approach made it a valuable addition to the language learning process. Giang (2022) and Maini and Rachmanita (2020) further noted the practicality of shadowing in enhancing language proficiency through consistent and structured practice. These studies concluded that the practical aspects of shadowing make it a useful tool for language learners, providing them with a clear and effective method for practicing language skills.

Despite these positive perceptions, some negative aspects have been noted. Win (2020) highlighted the issue of habituation, where it might be hard for students to get used to the shadowing technique, leading them to perform poorly in the beginning. This study involved long-term observation and surveys, which showed that student engagement levels were low to begin with. The study concluded that habituation could reduce the overall effectiveness of the technique if not addressed through varied, continuous, and dynamic practice sessions. Another negative perception is the time-consuming nature of the shadowing technique. Tran (2021) conducted a study with EFL learners and found that both students and teachers found shadowing to require significant time investment. The study used time logs and feedback surveys to assess the time commitment required for effective shadowing practice. The repetitive practice, while beneficial, demands considerable time, which can be challenging to accommodate within standard classroom schedules. Students and teachers reported that finding enough time for shadowing activities was difficult, especially when balancing other learning activities. The study concluded that careful planning and time management are necessary when incorporating shadowing into the curriculum to address this issue.

3.3.2. Teachers' Perceptions of the Use of the Shadowing Technique

To begin with, Salim et al. (2020) highlighted the adaptability of the shadowing technique in their study with high school EFL teachers in Indonesia. Teachers found shadowing to be highly adaptable to various teaching contexts and learner levels. The study involved interviews and surveys with teachers, who reported that shadowing could be easily integrated into different lesson plans and adapted to suit the needs of diverse learners. The flexibility of the technique allowed teachers to modify the speed, content, and focus of shadowing exercises based on their students' proficiency levels. This adaptability was seen as a significant advantage, making shadowing a versatile tool in language teaching. Maini and Rachmanita (2020) and Salim et al. (2020) also emphasized the motivational benefits of the shadowing technique from a teacher's perspective. Maini and Rachmanita conducted a study involving high school EFL teachers in Indonesia, while Salim et al. included a broader range of educational settings. Both studies used surveys and interviews to gather data. Teachers observed that shadowing increased student motivation and engagement in language learning. The repetitive and interactive nature of shadowing kept students interested and involved, leading to higher levels of participation and effort in their language practice. Teachers concluded that the increased motivation from shadowing contributed to better learning outcomes, as motivated students were more likely to engage deeply with the material.

Nonetheless, Giang (2022) identified the time-consuming nature of the shadowing technique as a significant drawback. This study used time logs and feedback surveys to assess the time

commitment required for shadowing. Teachers reported that effective shadowing practice demands considerable time for preparation and implementation, which can be challenging to balance with other teaching responsibilities. The study concluded that while shadowing is beneficial, its time-consuming nature requires careful planning and time management.

Additionally, Campoverde and Argudo (2023) also highlighted noise as a negative aspect of teacher perception of the shadowing technique. Teachers reported that the simultaneous reproduction of sounds by multiple students during shadowing activities created a noisy environment, which could disrupt the learning process and make it difficult for students to concentrate. This noise interference was seen as a significant challenge, particularly in large or shared classrooms. The study concluded that managing noise levels is crucial for the successful implementation of shadowing and suggested strategies such as using technology or smaller group activities to mitigate this issue. To conclude, speed was another concern raised by teachers, as noted by Svetanant and Sumiyoshi (2017). In this study, teachers reported that the pace of shadowing exercises could be too fast for some students, particularly those at lower proficiency levels. This could lead to frustration and decreased motivation among these students. The study concluded that adjusting the speed of shadowing exercises to match students' proficiency levels is essential to ensure that all learners can benefit from the practice. Teachers suggested incorporating slower-paced shadowing activities and gradually increasing the speed as students' skills improve.

CHAPTER IV

4. Research Methodology

This research synthesis is a bibliographic study that analyzes the impact of the shadowing technique on the development of students' listening and speaking skills. Therefore, a descriptive research methodology was used. Wyborn et al. (2018) have defined research synthesis as "the integration of existing knowledge and research findings pertinent to an issue. The synthesis aims to increase the generality and applicability of those findings and to develop new knowledge through the process of integration" (p.1). In this section, a brief description outlines the criteria and points involved in gathering information related to the topic.

In this research, the literature review has been considered to create a data analysis and systematize the information obtained. The following research synthesis has a thorough search strategy to collect data from several academic databases to better understand the research topic. These academic databases included Elsevier, Google Scholar, Research Gate,

European Journal of Educational Research, Journal of Teaching English for Specific and Academic Purposes, Sage Journals, and Taylor & Francis. The following keywords and terms were used for finding the articles: (a) shadowing technique, (b) listening skill, (c) speaking skill, and (d) English language learning. There were no limitations related to the design of these studies; therefore, qualitative, quantitative, or mixed methods studies were considered. Some of the journals that were considered for this study included Journal of Linguistics and Language Teaching, Journal of Education & Culture, International Journal of Social Science Research and Review, The Journal of Asia TEFL, Journal of English Teaching & Applied Linguistic (JETAL), International Journal of Mechanical Engineering, Indonesian Journal of Education and Mathematical Science, Jurnal Pendidikan Bahasa Inggris Undiksha, Journal Saintek Maritim, Southeast Asia Language Teaching and Learning Journal (SALTel), Journal of English Education Studies (JEES), Journal of English in Academic and Professional Communication, Journal of Language Education and Research (JLERE), Journal of Science and Technology (TNJ), Language and Education Journal, Asian–Pacific Journal of Second and Foreign Language Education, and Journal of Languages and Language Teaching (JOLLT).

Additionally, the development of this research synthesis incorporated the following inclusion and exclusion criteria as detailed below.

4.1. Inclusion criteria

The studies were selected based on the following aspects. All articles were empirical and peer-reviewed due to the need to obtain reliability and validity in the findings. To gather updated information, articles published since 2017 were considered, as this time frame constitutes a representative period of the problem raised in this study. Data gathered were compiled entirely in digital format since this synthesis required information that was not easy to find in physical studies in our academic context. Additionally, all these empirical articles had to be written in English because it is the language in which the study will focus. Research papers that address variables such as the shadowing technique, oral expression, and listening comprehension, specifically focused on the study of the English language were also considered. Moreover, it was established as a criteria-based process that the articles have to establish a connection between the application of the shadowing technique and the development of English language students' listening and speaking skills. Finally, it was worth mentioning that neither students' specific English nor academic levels were set as variables since this research work seeks to have a broader analysis of the subject.

4.2. Exclusion criteria

The criteria that were not taken into account are detailed as follows. The studies that were not empirical or not published in academic sources were not considered because they did not provide reliable information. Data from studies carried out from 2016 backwards have not been included as it is considered that these investigations are outdated and do not reflect the current reality of the problem presented. Research on the area that addresses topics related to the development of students' Reading and Writing Skills, which are different from those discussed in this study, were also excluded.

CHAPTER V

5. Data Analysis

This chapter describes the results obtained from the literature review related to the impact the shadowing technique has on helping students develop both their listening and speaking skills. In order to answer the research question, 20 empirical studies were selected and analyzed. In order to have a better grasp of the studies' results, this analysis has been divided into two parts. The first part presents the background and main characteristics of the selected studies, whereas the second part provides a detailed evaluation of the results of the studies. The studies were classified according to the following categories:

Part I

- *Publication Year of the Studies:* 2017 to 2020 and 2021 to 2024
- *Research Location:* Asia, America, and Oceania.
- *Research Method:* Quantitative, Qualitative, or Mixed method.

All of this previous categorization has been established before reaching a complete analysis. Tables were used to classify and further explain the findings obtained.

5.1. Publication Year of the Studies

Table 1 shows the year of publication and the authors' names of the 20 studies selected to carry out this research synthesis. The total number of studies corresponding to each time period is also shown.

Table 1

Publication Year of the Studies

Year of Publication	<i>n</i>	%	Author(s)/Year
2017 – 2020	10	50	Sumiyoshi & Svetanant (2017); Hamada (2018); Ginting (2019); Nguyen & Nguyen (2019); Ekayati (2020); Lestari (2020); Maini & Rachmanita (2020); Salim et al. (2020); Sugiarto et al. (2020); Win (2020)
2021 – 2024	10	50	Junipisa & Aristana (2021); Tran (2021); Barkov (2022); Giang (2022); Rosyidi et al. (2022); Wibowo (2022); campo et al. (2023); Campoverde & Argudo (2023); Binarkaheni & Dewangga (2024); Micik & Rizaoglu (2024)
TOTAL (N)	20	100	

Table 1 classifies all the selected studies into two periods of time to determine the relevance and the currency of the information provided. The first period corresponds to the studies published between 2017 and 2020. The second period encompasses studies published between 2021 and 2024. The results suggest that the interest in studying the impact the shadowing technique has on helping students develop their listening and speaking skills has been maintained during this time-lapse.

5.2. Research Location

Table 2 indicates the place where the research studies were conducted. They were grouped by continent.

Table 2*Research Location*

Continent	<i>n</i>	%	Author(s)/Year
Asia	17	85	Adromi et al. (2023); Binarkaheni & Dewangga (2024); Ekayati (2020); Giang (2022); Ginting (2019); Hamada (2018); Junipisa & Aristana (2021); Lestari (2020); Maini & Rachmanita (2020); Micik & Rizadoğlu (2024); Nguyen & Nguyen (2019); Rosyidi et al. (2022); Salim et al. (2020); Sugiarto et al. (2020); Tran (2021); Wibowo (2022); Win (2020)
America	2	10	Barkov (2022); Campoverde & Argudo (2023)
Oceania	1	5	Sumiyoshi & Svetanant (2017)
TOTAL (N)	20	100	

Table 2 shows the geographical areas where the studies were conducted. Interestingly, all of the studies took place in countries where English is learned as a foreign language. The majority of them ($n = 17$), that is 85%, were conducted in Asian countries such as Indonesia; (Binarkaheni and Dewangga, 2024; Adromi et al., 2023; Rosyidi et al., 2022; Wibowo, 2022; Junipisa and Aristana, 2021; Ekayati, 2020; Lestari, 2020; Maini and Rachmanita, 2020; Salim et al., 2020; Sugiarto et al., 2020; and Ginting, 2019;), Singapore (Win, 2020), Vietnam (Giang, 2022; Tran, 2021; and Nguyen and Nguyen, 2019), Japan (Hamada, 2018), and Turkey (Micik and Rizadoğlu, 2024). This suggests that countries from the Middle East are more interested in the integration of the shadowing technique into the English language teaching and learning process. On the other hand, a reduced number of studies ($n=2$), representing 10% of the total, have been conducted in America, in countries like Ecuador (Campoverde and Argudo, 2023) and Mexico (Barkov, 2022). Finally, only one study ($n=1$) was conducted in Oceania, more specifically in Australia (Sumiyoshi and Svetanant, 2017), which corresponds to 5%. Thus, it is demonstrated that there is limited research in countries outside Asia. This implies the need to study the relevance of the shadowing technique for developing students' listening and speaking skills in other geographical areas.

5.3. Research Methodological Approaches

The following table classifies the 20 studies based on the methodological approaches used by the researchers.

Table 3

Research Methodological Approaches

Research Design	<i>n</i>	%	Author(s)/Year
Quantitative	4	20	Adromi et al. (2023); Ekayati (2020); Ginting (2019); Win (2020)
Qualitative	3	15	Giang (2022); Junipisa & Aristana (2021); Wibowo (2022)
Mixed method	13	65	Barkov (2022); Binarkaheni & Dewangga (2024); Campoverde & Argudo (2023); Hamada (2018); Lestari (2020); Maini & Rachmanita (2020); Micik & Rizaoglu (2024); Nguyen & Nguyen (2019); Rosyidi et al. (2022); Salim et al. (2020); Sugiarto et al. (2020); Sumiyoshi & Svetanant (2017); Tran (2021)
TOTAL (N)	20	100	

According to the results presented in Table 3, thirteen out of the twenty studies used a mixed-method approach. It represents 65% of the total. This may be because, as Chiang (2020) has explained, having quantitative and qualitative results is one of the most effective ways to measure findings in academic settings in order to analyze information properly. On the other hand, a total of four studies corresponding to 20% focused on analyzing the impact of the shadowing technique using a quantitative method. Some researchers used formulas and algorithms to do so. The remaining three studies, which add up to 15%, utilized a qualitative method since they took into account teachers' and students' perceptions as part of the analysis.

Part II

After going over the background and main characteristics of the studies, a detailed evaluation of the results obtained from them was proposed to reach the objectives of the current research study. This evaluation was classified into six categories as follows.

- *Implementation of the Shadowing Technique to Develop Students' Listening and Speaking skills*
- *Researchers' Foci on the Shadowing Technique*
- *Advantages of Using the Shadowing Technique*
- *Disadvantages of Using the Shadowing Technique*
- *Students' Perceptions of the Use of the Shadowing Technique*
- *Teachers' Perceptions of the Use of the Shadowing Technique*

5.4. Shadowing Implementation Instruments

Table 4 shows the different instruments used in the different reviewed studies.

Table 4

Shadowing Implementation Instruments

Instruments related to the shadowing technique	<i>n</i>	Author(s)/Year
Video	4	Adromi et al. (2023); Junipisa & Aristana (2021); Nguyen & Nguyen (2019); Wibowo (2022)
Audio Recordings	14	Barkov (2022); Binarkaheni & Dewangga (2024); Campoverde & Argudo (2023); Ekayati (2020); Ginting (2019); Lestari (2020); Maini & Rachmanita (2020); Micik & Rizadoğlu (2024); Nguyen & Nguyen (2019); Salim et al. (2020); Sugiarto et al. (2020); Sumiyoshi & Svetanant (2017); Tran (2021); Win (2020)

Visual Listening	1	Campoverde & Argudo (2023)
Audio Scripts	1	Win (2020)
Readings	2	Hamada (2018); Sugiarto et al. (2020)

Table 4 displays information on the instruments used to implement the shadowing technique in English language learning classrooms. Eighteen studies were reviewed within this category. The use of audio recordings was reported in fourteen studies. In four studies the shadowing technique was implemented in the form of videos. Furthermore, readings were implemented in two studies. Finally, other instruments such as visual listening and audio scripts were indicated.

Regarding the use of videos, Wibowo (2022), Adromi et al. (2023), Junipisa and Aristana (2021), and Nguyen and Nguyen (2019) emphasize the effectiveness of audiovisual materials in enhancing listening comprehension and pronunciation. These studies have shown that videos facilitate auditory and visual perception, which can improve retention and accuracy in speech repetition. Audio recordings are the most widely used method, with fourteen studies employing them, such as those by Binarkaheni and Dewangga (2024), Micik and Rızaoğlu (2024), Campoverde and Argudo (2023), Tran (2021), Ginting (2019), Win (2020), Barkov (2022), Lestari (2020), Ekayati (2020), Salim et al. (2020), Sugiarto et al. (2020), Maini and Rachmanita (2020), Nguyen and Nguyen (2019), and Sumiyoshi and Svetanant (2017). These studies highlight the role of audio recordings in providing continuous and repetitive exposure to the target language, which is crucial for improving listening skills and phonetic accuracy. For instance, Ginting (2019) found that the experimental group using shadowing with audio recordings significantly outperformed the control group in listening comprehension. Visual listening, employed by Campoverde and Argudo (2023), integrates visual aids with auditory input, providing a multimodal approach that can cater to different learning styles and enhance the overall effectiveness of shadowing. This method allows learners to associate sounds with visual cues, thereby improving their ability to comprehend and produce the target language. Audio scripts, used by Win (2020), provide learners with the text of the audio they are shadowing, which can aid in understanding and replicating stress patterns and intonation. This approach combines reading and listening skills, reinforcing the phonological aspects of the language. In addition, readings, as utilized by Hamada (2018) and Sugiarto et al. (2020), involve learners reading passages aloud while shadowing audio recordings. This method

helps in improving reading fluency and pronunciation, as learners are exposed to the correct pronunciation and rhythm of the language through simultaneous listening and reading.

These studies collectively demonstrate that the shadowing technique, whether implemented through videos, audio recordings, visual listening, audio scripts, or readings, is effective in improving various aspects of language learning, including listening comprehension, pronunciation, and fluency. Each method offers unique benefits that cater to different learning preferences and needs, making shadowing a versatile and powerful tool in language education.

5.5. Researchers' Foci on the Shadowing Technique

Table 5 indicates the categorization of the studies according to the researchers' emphasis placed on the use of the shadowing technique to develop students' listening, speaking, or both skills.

Table 5

Researchers' Foci on the Shadowing Technique

Researchers' Foci	<i>n</i>	%	Author(s)/Year
Listening	8	40	Binarkaheni & Dewangga (2024); Campoverde & Argudo (2023); Ekayati (2020); Ginting (2019); Hamada (2018); Junipisa & Aristana (2021); Lestari (2020); Maini & Rachmanita (2020)
Speaking	7	35	Adromi et al. (2023); Barkov (2022); Micik & Rizadoğlu (2024); Rosyidi et al. (2022); Salim et al. (2020); Sugiarto et al. (2020); Wibowo (2022);
Both	5	25	Giang (2022); Nguyen & Nguyen (2019); Sumiyoshi & Svetanant (2017); Tran (2021); Win (2020)
TOTAL	20	100	

Table 5 indicates the division in which the 20 studies were categorized. Eight studies focus on listening, seven studies on speaking, and five on both skills.

In the listening category, which constitutes 40% of the total research focus, several studies demonstrate the efficacy of shadowing in improving listening skills. For instance, Binarkaheni and Dewangga (2024) found that shadowing significantly enhances students' ability to comprehend spoken English. Similarly, Campoverde and Argudo (2023) reported improvements in English learners' listening proficiency. Ekayati (2020) and Ginting (2019) also highlighted the positive impact of shadowing on listening skills, with Ginting noting a substantial difference in performance between control and experimental groups. Hamada (2018) and Maini and Rachmanita (2020) further supported these findings, showing consistent improvements in listening achievement through shadowing exercises. Junipisa and Aristana (2021) and Lestari (2020) added to this body of evidence, emphasizing the technique's role in enhancing auditory processing and comprehension. In the speaking category, comprising 35% of the research, the studies focus on how shadowing aids in improving spoken language skills. Adromi et al. (2023) and Barkov (2022) found that shadowing helps learners develop better oral communication. Micik and Rizaoglu (2024) observed significant improvements in students' ability to produce accurate speech patterns. Rosyidi et al. (2022) conducted a detailed study on students' perceptions, revealing that the majority of participants found shadowing to be highly motivating and effective in improving their speaking skills. Salim et al. (2020) and Sugiarto et al. (2020) similarly documented enhancements in oral performance, while Wibowo (2022) provided evidence of increased speaking competence among learners using this technique. In both categories, which account for 25% of the research, studies investigate the dual benefits of shadowing on both listening and speaking skills. Giang (2022) and Nguyen and Nguyen (2019) explored the comprehensive impact of shadowing, finding that it simultaneously improves listening comprehension and speaking fluency. Sumiyoshi and Svetanant (2017) conducted a longitudinal study, demonstrating sustained improvements in both skills over time. Tran (2021) and Win (2020) provided additional evidence that shadowing not only enhances phonological awareness and listening accuracy but also boosts speaking confidence and performance.

These studies collectively underscore the multifaceted benefits of the shadowing technique in language learning. By improving both receptive (listening) and productive (speaking) skills, shadowing offers a holistic approach to language acquisition. The consistent positive outcomes across various studies suggest that shadowing is an effective pedagogical tool for enhancing English language proficiency involving English learners. This method's ability to

engage multiple cognitive processes simultaneously makes it a valuable addition to language education strategies.

Advantages and Disadvantages of Using the Shadowing Technique to Develop Students' Listening and Speaking Skills

To evaluate the impact of the shadowing technique in improving students' listening and speaking skills, it is essential to consider the benefits and drawbacks that the use of this technique may yield. These findings are displayed in Tables 6 and Table 7.

5.6. Advantages of Using the Shadowing Technique

The following table presents a detailed analysis of the benefits of the shadowing technique when being implemented in English language learning classrooms.

Table 6

Advantages of Using the Shadowing Technique

Criterion	<i>n</i>	Author(s)/Year
Pronunciation	7	Hamada (2018); Maini & Rachmanita (2020); Micik & Rizadoğlu (2024); Nguyen & Nguyen (2019); Salim et al. (2020); Sugiarto et al. (2020); Tran (2021)
Listening comprehension	13	Barkov (2022); Binarkaheni & Dewangga (2024); Campoverde & Argudo (2023); Ekayati (2020); Giang (2022); Ginting (2019); Hamada (2018); Junipisa & Aristana (2021); Lestari (2020); Nguyen & Nguyen (2019); Sumiyoshi & Svetanant (2017); Tran (2021); Win (2020)
Speaking skills	9	Adromi et al. (2023); Giang (2022); Nguyen & Nguyen (2019); Rosyidi et al. (2022); Salim et al. (2020); Svetanant & Sumiyoshi (2017); Tran (2021); Wibowo (2022); Win (2020)
Oral Fluency	1	Nguyen & Nguyen (2019)

Vocabulary	2	Salim et al. (2020); Tran (2021)
Grammar	1	Salim et al. (2020)

As Table 6 previously indicates, all of the twenty chosen studies report that using the shadowing technique is beneficial for developing students' listening and speaking skills; however, the benefits that the technique offers vary.

Pronunciation improvement is a significant benefit reported by multiple studies. Hamada (2018), Maini and Rachmanita (2020), Micik and Rizaoglu (2024), Nguyen and Nguyen (2019), Salim et al. (2020), Sugiarto et al. (2020), and Tran (2021) all highlight how shadowing helps learners improve their pronunciation by mimicking native speakers' intonation, rhythm, and stress patterns. These studies typically involved experimental designs with control and experimental groups to evaluate improvements in pronunciation accuracy and fluency. According to Sugiarto (2020), "In using English for communication, whether it takes place as a second or foreign language, pronunciation is part of speaking skill which cannot be neglected" (p. 114).

Listening comprehension is one of the most significant areas where shadowing has shown considerable effectiveness. Thirteen studies (Barkov, 2022; Binarkaheni and Dewangga, 2024; Campoverde and Argudo, 2023; Ekayati, 2020; Giang, 2022; Ginting, 2019; Hamada, 2018; Junipisa and Aristana, 2021; Lestari, 2020; Nguyen and Nguyen, 2019; Sumiyoshi and Svetanant, 2017; Tran, 2021; Win, 2020) focused their results on listening comprehension. The findings consistently showed that students practicing shadowing experienced notable enhancements in their listening skills. The improvement was linked to the repetitive aspect of the method, which enabled students to internalize the language's sounds and rhythms, leading to a boost in their listening skills. These studies collectively suggest that by consistently practicing shadowing, students enhance their ability to process and understand spoken language in real time, leading to better overall listening skills.

The shadowing technique also positively impacts speaking skills. Adromi et al. (2023), Giang (2022), Nguyen and Nguyen (2019), Rosyidi et al. (2022), Salim et al. (2020), Svetanant and Sumiyoshi (2017), Tran (2021), Wibowo (2022), and Win (2020) demonstrate that shadowing helps learners develop better speaking abilities. By repeatedly mimicking spoken language, students become more comfortable and confident in their speech production. Improvements

in speaking skills were often assessed through oral proficiency tests and student feedback, showing that shadowing significantly boosted learners' speaking performance.

Moreover, a study by Nguyen and Nguyen (2019) specifically targeted oral fluency. Their findings indicated that shadowing significantly enhanced students' fluency in speaking. They found that continuous practice with shadowing enables learners to speak more fluidly, reducing pauses and increasing their ability to maintain a conversation naturally.

In addition, vocabulary acquisition is another advantage. Salim et al. (2020) and Tran (2021) note that through shadowing, learners are exposed to new words and phrases in context, which aids in better retention and understanding of vocabulary. This was particularly beneficial for beginners and intermediate learners who needed to expand their vocabulary for more advanced language use. For example, in the two cases of the studies mentioned above, Salim (2020) involved senior high school participants, and Tran (2021) included students with a B1 level of English.

Finally, shadowing can enhance grammatical understanding, as reported by Salim et al. (2020). By repeatedly listening to and mimicking correct grammatical structures, learners internalize these patterns, which helps them apply grammar rules more accurately in their speech and writing (Salim, 2020). The research indicated that shadowing could indirectly benefit grammatical accuracy by exposing students to correct language structures repeatedly.

5.7. Disadvantages of Using the Shadowing Technique

Conversely, the disadvantages associated with the use of the shadowing technique are presented in Table 7, and each criterion is further detailed.

Table 7

Disadvantages of Using the Shadowing Technique

Criterion	<i>n</i>	Author(s)/Year
Noise	1	Campoverde & Argudo (2023)
Time-consuming	1	Giang (2022)
Material Selection	1	Giang (2022)
Habituation	2	Junipisa & Aristana (2021); Lestari (2020)

As shown in Table 7, there are four criteria related to the drawbacks of applying the shadowing technique to develop students' listening and speaking skills. These criteria were proposed from four studies addressing the matter under study.

One disadvantage of using the shadowing technique is the issue of noise, as highlighted by Campoverde and Argudo (2023). They note that the repetitive nature of the technique can create a noisy environment, which may be distracting for some learners and instructors. This difficulty can interfere with the learning process by distracting students and reducing the effectiveness of the activity.

Additionally, Giang (2022) identifies two main disadvantages: that the shadowing technique is time-consuming and the challenge of material selection. As the author mentions, the first refers to the fact that the application of shadowing requires considerable time for both preparation and execution, which can be a drawback in contexts where class time is limited. Second, selecting appropriate materials for shadowing can be challenging, as texts must be sufficiently complex to challenge students but not so difficult as to demotivate them (Giang, 2022). The process of selecting appropriate audio materials that are neither too difficult nor too easy is crucial for the effectiveness of shadowing.

Finally, the habituation time was considered a disadvantage because students were not active; they were hesitant and lacked confidence in participating at the beginning of the application of the technique (Junipisa and Aristana, 2021). Initially, students are often afraid of making mistakes, which hinders their active engagement with the shadowing technique. However, as time goes by, they gradually become accustomed to the process (Lestari, 2020). With continued practice, students overcome their fear of errors and start to engage more actively, showing increased participation and confidence in using the shadowing technique effectively. This progression demonstrates how consistent application can help students become more comfortable and proficient in their listening and speaking skills.

All in all, while the shadowing technique poses some challenges, such as noise, time consumption, material selection, and habituation, its advantages in improving pronunciation, listening comprehension, speaking skills, oral fluency, vocabulary, and grammar are well-documented and outweigh the negative aspects. These findings underscore the technique's potential as a valuable tool in English language learning, provided that its implementation is carefully managed to mitigate the identified drawbacks.

Students and Teachers' Perceptions Regarding the Use of the Shadowing Technique to Develop the Listening and Speaking Skills.

To understand the efficacy of this technique, it is essential to explore the perceptions of both students and teachers who engage with it. The following tables offer a detailed comparison of these perceptions, providing insights into the benefits, challenges, and overall effectiveness of the use of shadowing in a classroom setting. By analyzing the data, we can better comprehend the impact of shadowing on language learning and identify areas for further improvement and implementation. This synthesis is presented in Tables 8 and 9.

5.8. Students’ Perceptions of the Use of the Shadowing Technique

Table 8 classifies students' positive and negative perceptions of the use of the shadowing technique.

Table 8

Students’ Perceptions about the Use of the Shadowing Technique

Perception	Criterion	N	Author(s)/Year
Positive	Good in an online setting	1	Barkov (2022)
	Interactive	3	Campoverde & Argudo (2023); Junipisa & Aristana (2021); Salim et al. (2020)
	Practice constancy	1	Sumiyoshi & Svetanant (2017)
	Motivation	3	Binarkae & Dewangga (2024); Lestari (2020); Rosyidi et al. (2022)
	Confidence	2	Micik & Rizadoğlu (2024); Nguyen & Nguyen (2019)
	Useful	2	Campoverde & Argudo (2023); Sumiyoshi & Svetanant (2017)
	Practical	3	Campoverde & Argudo (2023); Giang (2022); Maini & Rachmanita (2020)

	Habituation	1	Win (2020)
Negative	Time-consuming	1	Tran (2021)

Table 8 is divided into two categories which analyze students' positive and negative perceptions of the use of the shadowing technique. For this category, fourteen studies were considered as they contain the desired information.

In the positive perceptions category, a study by Barkov (2022) highlighted that this technique is good in an online setting. This finding suggests that the shadowing technique adapts well to digital learning modalities, allowing students to practice effectively even outside the traditional classroom. Students can practice listening and speaking skills through digital platforms, benefiting from the flexibility and accessibility of online resources (Barkov, 2022).

Campoverde and Argudo (2023), Junipisa and Aristana (2021), and Salim et al. (2020) emphasized that the technique is interactive. This characteristic makes the learning process more dynamic and engaging for students, fostering active participation and engagement. This method contrasts with more passive forms of learning, promoting a more immersive and participatory experience that can lead to better retention and understanding of the language. In terms of practice constancy, Sumiyoshi and Svetanant (2017) pointed out that students perceived that the more they used the shadowing technique, the better they performed. As Sumiyoshi and Svetanant explained, regular and consistent practice is crucial for language acquisition, and this technique supports continuous improvement. This constancy is essential for developing fluency and reinforcing language patterns, making shadowing a valuable tool for long-term language learning. Motivation is another significant positive perception, as highlighted by Binarkaeni and Dewangga (2024), Lestari (2020), and Rosyidi et al. (2022). These studies found that the shadowing technique significantly boosts students' motivation to learn, making the learning experience more enjoyable and encouraging persistent effort. When students see tangible improvements in their language skills, they are more likely to stay motivated and committed to their studies. The immediate feedback from shadowing exercises helps students recognize their progress, which can be highly encouraging and sustaining their interest in language learning. Confidence in using the language was another benefit reported by Micik and Rizaoglu (2024) and Nguyen and Nguyen (2019). They noted that students gained greater confidence in their speaking abilities through the repetitive and immersive nature of shadowing. Confidence is a critical factor in language learning, as it affects a student's willingness to practice speaking in real-life situations (Micik and Rizaoglu, 2024).

The repetitive nature of shadowing allows students to become more familiar with the sounds and rhythms of the language, thereby increasing their confidence in their speaking abilities. The studies by Campoverde and Argudo (2023) and Sumiyoshi and Svetanant (2017) also indicated that the shadowing technique is useful. It helps students improve their listening and speaking skills more effectively compared to traditional methods. Furthermore, Campoverde and Argudo (2023), Giang (2022), and Maini and Rachmanita (2020) found the shadowing technique to be highly practical for classroom implementation. This practicality stems from its simplicity and the ease with which it can be integrated into various learning environments.

On the negative side, Win (2020) identified habituation as a concern, indicating that students might struggle to keep up with instruction involving the shadowing technique at first, potentially reducing its effectiveness. This suggests the need for varying the learning activities and integrating other methods to maintain interest and academically challenge students from the beginning. Tran (2021) also noted that the shadowing technique can be time-consuming, which might be a drawback in fast-paced educational settings. Shadowing requires dedicated time for listening and repeating exercises, which might not be feasible in classrooms with tight schedules or in courses that need to cover a broad curriculum within a limited timeframe. This time-consuming nature may limit its use, especially in educational systems that prioritize rapid progression through learning materials.

5.9. Teachers' Perceptions of the Use of the Shadowing Technique

The following table presents data related to teachers' positive and negative perceptions about the use of the shadowing technique.

Table 9

Teachers' Perceptions of the Use of the Shadowing Technique

Perception	Criterion	<i>n</i>	Author(s)/Year
Positive	Adaptability	1	Salim et al. (2020)
	Motivation	2	Maini & Rachmanita (2020); Salim et al. (2020)
	Time-consuming	1	Giang (2022)

Negative	Noise Interference	1	Campoverde & Argudo (2023)
	Speed	1	Svetanant & Sumiyoshi (2017)

Table 9 illustrates two categories that show teachers’ positive and negative perceptions of the use of the shadowing technique. To analyze it as a whole, five research studies were taken into account.

Salim et al. (2020) emphasize the adaptability of the shadowing technique, noting that it effectively adjusts to various educational contexts and to different students’ learning styles. It is advisable, though, to consider learners’ individual characteristics and learning needs before applying the shadowing technique (Salim et al., 2020). This adaptability makes shadowing a versatile tool that can be incorporated into various teaching settings to improve learners' pronunciation and overall speaking abilities.

Additionally, both Maini and Rachmanita (2020) and Salim et al. (2020) remark on the motivational benefits of the technique. They observed that shadowing significantly increases student engagement and interest in learning, as it encourages active participation and continuous practice, which in turn boosts students' motivation to learn and improve their language skills (Salim et al, 2020).

On the downside, Giang (2022) points out that the shadowing technique can be time-consuming. Teachers may find it challenging to allocate sufficient time for shadowing activities. This issue may interfere with the consistent application of the technique, resulting in less practical outcomes in time-constrained educational environments. Campoverde and Argudo (2023) raise concerns about noise interference, indicating that the technique can create a noisy classroom environment, which might distract both the shadowing students and their peers. This interference can reduce the effectiveness of the technique and impact overall classroom management and learning results. To conclude, Svetanant and Sumiyoshi (2017) discuss the issue of speed, noting that the fast pace required for effective shadowing can be difficult for some students to keep up with, potentially leading to frustration and reduced comprehension. Therefore, it is suggested to adapt the material to be shadowed according to the students’ proficiency.

5.10. Discussion

The implementation of the shadowing technique to develop students' listening and speaking skills has shown promising results across various studies. This technique, which involves students listening to a target speech and repeating it as accurately and immediately as possible, has been particularly effective in enhancing both listening comprehension and speaking fluency. Researchers have focused on different aspects of the shadowing technique concluding that the advantages of the shadowing technique are vast. However, using this technique also implies some pedagogical challenges that need to be dealt with before incorporating the shadowing technique into English lessons. Students' and teachers' perceptions of the shadowing technique provided additional insights into its effectiveness and areas for improvement. In this regard, most students felt that shadowing produced better learning outcomes. Nevertheless, some teachers expressed concerns about the time demands and potential issues related to classroom noise, suggesting the need for a balanced approach to its implementation. In summary, the shadowing technique can be considered as a valuable tool for developing students' listening and speaking skills. Its adaptability and motivational benefits make it an attractive option for language educators. However, its implementation requires careful planning to address challenges related to time management, noise interference, and the speed of practice. The mixed perceptions of students and teachers highlighted the need for further research and strategic application to maximize the benefits of this technique in educational settings.

CHAPTER VI

6. Conclusions and Recommendations

6.1. Conclusions

To conclude, the shadowing technique is useful in helping students develop both listening and speaking skills. This active and cognitive technique enhances the phonological and speech processes of ELL by making them hear and vocalize sounds as accurately as possible.

Furthermore, this technique enables students to improve not only their self-confidence and motivation with the teachers' guidance, but also learners boost their vocabulary acquisition, obtain cognitive benefits, and enhance the use of phonetic aspects such as pronunciation, intonation, rhythm, and phonological processes; thereby, favoring their listening comprehension and oral production. However, it is important to consider a noiseless and less

stressful environment when developing activities using the shadowing technique to maximize positive outcomes.

Additionally, the implementation of the shadowing technique involves specific steps to follow and can be combined with other techniques or activities to reinforce students' motivation and cognitive process. To develop students' listening and speaking skills, it is useful to prioritize the use of authentic materials and be aware of students' individual learning needs. Another important consideration is that students need to be persistent and practice regularly.

It is important to examine aspects beyond the advantages and disadvantages of the shadowing technique and the resources that can be used with it. Exploring factors such as students' motivation at different proficiency levels can provide valuable insights, enriching our understanding of the effectiveness of this technique. Moreover, inquiring into details about how students perceive linguistic knowledge, accents, and pronunciation can further contribute to a broader analysis. All in all, it can be concluded that the use of the shadowing technique has a positive impact on developing English language students' listening and speaking skills.

6.2. Recommendations

The findings reported in this study may motivate teachers to integrate the shadowing technique into their classrooms due to its effectiveness in enhancing students' listening and speaking skills. However, teachers should consider factors such as students' motivation, and their cognitive process and should set a noise-free environment since these elements can affect how the activities that involve listening and imitation are carried out. For doing so, it is crucial to constantly expose students not only to audiovisual resources based on their interests but also to allow them to imitate the intonation and pronunciation of phrases, articulation, and facial expressions as native English speakers do.

When implementing the shadowing technique, teachers can incorporate group activities to create a more comfortable environment leading students to feel relaxed and share their ideas with others. Utilizing materials that allow vocabulary acquisition, phonetic practice, and enjoyable listening comprehension exercises is paramount. Teachers can apply didactic strategies based on the shadowing technique to strengthen oral proficiency and overall English language skills, which can be more successful by the teacher's consistent control, correct application, and assessment.

In conclusion, it is recommended to carry out additional research to collect data in geographical areas where this topic is less studied, addressing existing gaps in the literature. Also, future studies could focus on developing activities related to the shadowing technique

considering students' different proficiency levels. It is also important to point out that there are many challenges and pedagogical implications, such as those discussed throughout this paper, for English language instructors to consider when introducing shadowing as a classroom teaching tool. Moreover, other learning procedures, activities, or resources, apart from those mentioned in this synthesis, should be tested to determine the effectiveness of the shadowing technique, not only in developing English language students' listening and speaking but also other skills.

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