



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“THE SHADOWING METHOD AS A TECHNIQUE TO
ENHANCE SPEAKING SKILLS IN HIGH SCHOOL STUDENTS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “THE SHADOWING METHOD AS A TECHNIQUE TO ENHANCE SPEAKING SKILLS IN HIGH SCHOOL STUDENTS” prepared by Domínguez Suarez Joselyn Arelys and Tumbaco Chalén Derlis Isaac, undergraduate students of the Pedagogy of National and Foreign Languages Major, School of Educational Science and Language at Universidad Estatal Península de Santa Elena. I declare that after oriented, studied, and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



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Declaration

The information and content in this degree and research project work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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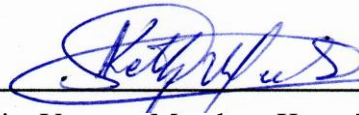
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Acknowledgment I

I want to start by thanking God, because thanks to his will, I can live the university experience surrounded by the amazing people I have met over these five years of studying my major.

To my parents, for allowing me to live a beautiful stage of my life, since they had to put aside their dreams so that I could follow mine, this work is for them. I hope in the future God will allow me to give back everything they have given me.

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- Tumbaco Chalén Derlis Isaac

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- Domínguez Suarez Joselyn Arelys

Dedication I

This achievement would not have been possible without all the people who were by my side supporting me during all these years, and I want to thank each of them.

I dedicate this work to my parents, Isaías and Elsa, but especially to my mother, because I know that deep down in my heart, she will feel very proud of me for fulfilling one of her dreams. Your love and patience have helped me a lot to get where I am. This achievement is not mine; it is yours. I love you very much.

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- Tumbaco Chalén Derlis Isaac

Dedication II

With all my love, this is for my mom, Andrea Suarez, who always believes in me and in everything I can achieve by giving me her unconditional love. To my maternal grandparents, Andrea Parrales and Zacarías Suárez, who from a very young age shared their lives with me as if they were my parents, sowing in me values that make me a little piece of how great you are. To my siblings, who, with ingenuity, managed to bring smiles to my face on sleepless nights and who comforted me with their love. To the friends I met thanks to the university, with whom I managed to create a spectacular bond and live moments of laughter and adventures, I will carry them in my heart, hoping that life smiles at them most beautifully.

- Domínguez Suarez Joselyn Arelys

ABSTRACT

This project inquires how the Shadowing Method in teaching English as a foreign language improves the oral skills of students, taking the experience of teachers with high school students. The study explores the impact that the Shadowing Method has in the classroom, providing results, such as active student participation, and making mistakes in the classroom is part of learning, from the teachers' perspective, which helps them identify aspects of oral skills that students must improve to provide them with more feedback. The qualitative method was used in this research project, with interviews conducted with five teachers in the English subject who have applied the Shadowing Method. The answers from the interviews with the teachers provide positive aspects, helping in the pronunciation, intonation, and vocabulary of the students. Despite the benefits of using the Shadowing Method, the teachers also mentioned the challenges that the students faced the first time of applying the method. One of them was that they did not understand what the audio said to repeat it, but with constant practice, it could be improved. The results of the project showed that the Shadowing Method is a necessity that all educational institutions must apply to take advantage of today's technology, since English is still taught theoretically, without the opportunity for students to practice the language. The research concluded that the Shadowing Method improves certain aspects of students' speaking skills, providing a positive effect in the classroom. By applying the recommendations mentioned in the project, the Shadowing Method can solve problems that exist in English, creating an effective and practical language learning.

Keywords: Shadowing Method, speaking skills, confidence, practice, feedback.

RESUMEN

Este proyecto investiga cómo el Método Shadowing en la enseñanza del inglés como lengua extranjera mejora las habilidades orales de los estudiantes, tomando la experiencia de docentes con alumnos de colegio. El estudio explora el impacto que tiene el Método Shadowing en el aula de clases, brindando resultados, tales como la participación de los estudiantes, y que cometer errores en el salón de clases es parte del aprendizaje, desde la perspectiva de los profesores les ayuda a identificar aspectos de la habilidad oral que los estudiantes tienen que mejorar para brindarles más retroalimentación. El método cualitativo fue utilizado en este proyecto de investigación con entrevistas realizadas a cinco docentes del área de inglés que han aplicado el Método Shadowing. Las respuestas de las entrevistas a los docentes brindan aspectos positivos, ayudando en la pronunciación, entonación y vocabulario de los estudiantes. A pesar de los beneficios del uso del Método Shadowing, los docentes también mencionaron los desafíos que los estudiantes afrontaron la primera vez de la aplicación del método, uno de ellos fue que no entendían lo que el audio decía para poder repetirlo, pero con la práctica constante se podía mejorar. Los resultados del proyecto mostraron que el Método Shadowing es una necesidad que todas las instituciones educativas deben aplicar para sacar provecho de la tecnología de nuestros días, puesto que aún se sigue enseñando el inglés de manera teórica, sin la oportunidad de que los estudiantes practiquen el idioma. La investigación tuvo como conclusión que el Método Shadowing mejora ciertos aspectos de la habilidad oral de los estudiantes, brindando un efecto positivo en el salón de clases. Aplicando las recomendaciones que se mencionan en el proyecto, el Método Shadowing puede resolver problemas que existen en el inglés, creando un aprendizaje eficaz y práctico del idioma.

Palabras clave: Método Shadowing, habilidades orales, confianza, práctica, retroalimentación.

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INTRODUCTION

Learning a second language can be considered one of the most difficult things by the population since it takes time, patience and therefore constant practice, in the globalized world a bilingual person can have more job opportunities than a person who only speaks one language, it is for this reason that English, also known as the universal language since it is the most used in many countries is considered essential and has been implemented in the environment not only work but also educational. Despite the great exposure to the language, high school students still have difficulties in production skills, such as speaking and listening, skills that are important for communication.

Due to this, innovative methodologies have been developed to improve aspects of speaking ability during the teaching of English as a foreign language. One of the strategies that has provided improvements in students is the shadowing method, which mixes the skills of production, listening and speaking, since it consists of listening carefully to what an audio says and then repeating it as the children who is learning to speak do, that is a clear example of the shadowing method, since children repeat what they hear and acquire vocabulary.

Because of that, the main purpose of this research is to analyze the experience of English teachers and perceptions of their students when using the Shadowing Method in teaching English as a foreign language. This research project is conducted in a qualitative way to obtain answers based on personal perspectives of teachers who have applied the shadowing method in language teaching. This research aims to learn more about the benefits, challenges, and results obtained with the use of the methodology. To conclude, this study seeks to give visibility to the shadowing technique, having as a background real testimony of teachers who have seen results in the improvement of the English language.

Chapter I

The Problem

Research Topic

Learning Method and Speaking Skills

Research Title

The Shadowing Method as a Technique to Enhance Speaking Skills in High School Students.

The Problem Statement

In Latin America, mastering a second language, such as English, has become an essential requirement for success, both academically and professionally. However, even though most institutions, both private and public, teach the English language, there is still a low level of proficiency in English by students in this region, which is insufficient to meet the current requirements of the labor market and higher education. Some factors that can harm student performance are usually related to the inadequate preparation of teachers, scarcity of teaching resources, and personal factors such as motivation.

In Ecuador, since English is not the native language, it has become difficult to learn and, above all, to put it into practice. Many high school students face this challenge when it is time to communicate in English fluently and confidently. This situation arises due to many factors, such as poor practice, limited vocabulary, and one of the most important factors is the lack of exposure to native speakers and the fear of making mistakes, which can affect the progress of anyone. Despite the emphasis placed on English in the curriculum, students often graduate without fully developing the oral skills needed to communicate in real-life situations.

To improve fluency and pronunciation, it is crucial to adopt new teaching strategies such as the shadowing method. “Shadowing improves pronunciation accuracy, increases fluency, and improves intonation” (Babayeva, 2024). In the context of high school or secondary school education, shadowing is a technique based on listening to spoken language and repeating it almost simultaneously has become one of the most effective methods for improving pronunciation, intonation, and fluency. However, despite its effectiveness, its application in classrooms is rare or inconsistent in Ecuador. Feedback also plays a very important role in this method, since the help of teachers and classmates can help identify and correct mistakes, creating an environment where mistakes are seen as learning opportunities.

Furthermore, the impact of confidence and, consequently, anxiety should not continue to be topics of conversation that are underestimated or overlooked. According to EF Education First (2024), Ecuador ranks 82nd out of 119 countries in terms of English Proficiency. This means that in Ecuador is where there is an EFL Program, the English language can be viewed as a truly significant challenge. However, thanks to technological advances, quality improvements can be achieved by applying new teaching methods, because if traditional methods continue to be used, problems that remain unresolved today will continue to exist. In conclusion, addressing these challenges is essential to achieving a good command of the language, creating opportunities for growth and development.

Justification

Producing the English language in high school students is one of the most challenging and essential challenges since it demands fluency and precision so that they are at the necessary level to establish adequate communication when doing so academically. Although over time students have been instructed in this language, much more than that is needed, since they tend to feel insecure and distrustful when they cannot speak naturally. This is the situation that makes them look for methods and strategies for students to learn and develop their very clear and meaningful speech ability. One of the main problems is the limitation of methods that serve in an authentic way to learn how to produce the language.

The Shadowing Method allows to be consistent listening to a dialogue, which is repeated until the proper pronunciation and fluency are achieved, which helps not only in the ability to speak but also in listening comprehension. This method promotes the imitation of a language using patterns of native speakers with a very large vocabulary. In addition, this method not only helps to actively integrate something into the receiver to then produce it, but also strengthens memory and automates language.

Promoting this method in the high school context allows students to have a more accessible entrance to learn the language, since this method only demands constant practice and resources that are easy to find. Another advantage is that students can practice autonomously and actively, which is very important when learning a new language. "The implementation of the Shadowing Technique contributed significantly to improving the fluency and pronunciation of Senior High School General Academic Strand (GAS) students, elevating their speaking proficiency from 'barely fluent' to 'very fluent' and from 'need improvement' to 'excellent', respectively" (GA & Lamanilao-Agdana, 2025). This quote refers to the fact that thanks to this

method, students go from less to more, which satisfies their needs in terms of improving their speaking skills.

In conclusion, the present research project justifies the application of the Shadowing method as a strategy of real effectiveness to help improve speech skills in high school students. It not only presents but also contributes to the practice and cognitivism related to this English language skill, which is very essential, carrying out this method, which allows students to feel motivated and can also be learned autonomously. By investigating its effect on the high school academic part, truthful information is provided that allows identifying this method as innovative for the teaching of the English language to students, who are in a globalized world, and this language is essential for their professional growth.

Problem Formulation

General Question

- How does the Shadowing Method support and enhance speaking skills in high school students?

Specific Questions

- ❖ What are the bases of the Shadowing Method?
- ❖ What challenges do students face in the learning process to develop their oral skills?
- ❖ What are the resources that teachers use to enhance speaking skills with the Shadowing Method?

Objectives

General Objective

- ❖ To explore the teachers' experiences with shadowing as a method for developing speaking skills in high school students

Specific Objectives

- ❖ To review the literature of the shadowing in the language learning and teaching process.
- ❖ To identify the challenges and perceptions that high school students face when using shadowing.
- ❖ To analyze the benefits of the resources used in shadowing.

Chapter II

Theoretical Framework

Background

“Lambert (Luu Thi Huong, 2023) stated that 'shadowing is a technique that consists of repeating a speech of a certain language, word by word, previously listened to as a parrot does, this technique originates thanks to the study of psychologists and neuropsychologists to improve aspects of orality, such as fluency and pronunciation'. “Simultaneously, this strategy assists learners in increasing their vocabulary, improving communication fluency, forming an impression of sentence patterns, and promoting autonomy in learning” (Luu Thi Huong, 2023). This quote mentions that this strategy gives students the opportunity to not only learn a new language with the assistance of a teacher but also to work independently.

According to Rosyidi (2022), “The Shadowing Method is an interesting method to apply in learning speaking because it requires students to figure out audio based on its pronunciation so that students can analyze and follow how to produce an utterance appropriately”. Based on that quote, it is mentioned that the shadowing method not only improves the speaking skill since the main skill of listening is required, since it works in such a way that you must first listen accurately without pauses to be able to repeat what is said in the audio, in the style of a shadow, thus achieving the same intonation, pronunciation and fluency in speech.

The Shadowing effect has become a very useful tool for students who are learning a new language. “This method is especially helpful for those learning independently in environments where regular conversational practice with native speakers is not available” (Shokirovna, 2025). This method can be used to practice at home because it does not need interactive classes or specialized courses that fit needs, which usually have a high registration fee. Studies have shown

that consistent use of this method helps students eliminate pauses in conversation and language barriers common among non-native speakers (Shokirovna, 2025).

In their study, Kieu et al. (2025) noted that “Some participants struggled with fast-paced audio materials, especially in the early stages of the study. However, gradual exposure and adaptive shadowing methods allowed them to adjust and improve over time”. This quote mentions that some participants of his research had problems at the beginning of the application of this method, since it was something new for them, but with the passage of time, they managed to become familiar with it and therefore achieve improvements in the language.

According to Gualoto Díaz (2019), “this method also enables students to use the language in a real-life context”. The quote mentions that the application of this method helps students who learn a foreign language to be able to handle it in the context of daily life. For this reason, it is stated that the use of this method has many advantages, such as: creativity, more interaction and participation in the classroom, and improved oral skills in public. Although the language tutor must handle the method easily since they are the only ones who can achieve that, it is successfully fulfilled.

In their research, Ekayati (2020) suggests that the Shadowing not only includes speaking because at the same time it has the ability of listening to be worked on, this method is considered a listening comprehension task, which is used to improve the prosodic characteristics of the language and the listening skills of the students, because they listen to the audio in the target language and then repeat what they have heard. “Moreover, learners do not need to spend much money, as they can boost their pronunciation skills at home by watching YouTube videos” (Gavhar, 2025). It demonstrates that students can learn from their comfort zone, since this method facilitates access to audio or video content from virtual platforms that can be free.

Pedagogical Basis

Communicative Language Teaching Approach

According to Salmanova (2025), “Communicative Language Teaching (CLT) approach has transformed foreign language education by prioritizing fluency, interaction, and real-world communication over rote memorization and grammar drills”. CLT allows a language to be perceived mainly as a means of communication, seeking that learners develop competencies verbally, so that they speak naturally in real-life situations.

According to Oviedo & Mena (2021) in his Journal entitled Communicative Language Teaching Approach in EFL context, he mentions that there are two aspects to carry out in this approach, the first consideration is that it is being taught, which emphasizes more on the functionality of the language than on the structure of the vocabulary itself; while the second aspect refers to how to teach, which focuses on students practicing the new language on most occasions, because in this way they have the opportunity to learn in different situations putting their speaking skills into practice.

Project-Based Learning (PBL)

According to Hamilton & Margot (2023), they mention that this approach "serves to prepare students in their chosen professions by bridging the gap between classroom learning and career-oriented professional environments". This refers to the fact that students who are preparing to enter their professional life can create a more authentic and ethical environment by applying their educational skills through practical experience.

“The implementation of PBL significantly contributed to improvements in students' speaking fluency, vocabulary usage, pronunciation, and collaborative abilities” (Riswandi, 2018). From this point of view, it can be understood that this pedagogical basis acts effectively in the

development of language skills; therefore, since this approach helps to promote and have continuous practice, it also helps learners to communicate in a second language more naturally.

Autonomous Learning

“Learner autonomy is a psychological capacity typified as an ability to make decisions requiring capacities of metacognitive knowledge of self, subject, and context...” (Nguyen & Habók, 2021). This approach can be appreciated from a psychological term, in which the student individually determines how he wants to study. This implies that from this point of view, the individual establishes his goals and carries out his process according to his own pace without the supervision of a teacher.

Theoretical Basis

Learning a new language leads to communicative skills, where intellectual, community, and linguistic skills are developed, which can be supported by different theories, such as:

Second Language Acquisition (SLA)

According to Krashen (1982), when learning a new language, students are exposed to comprehensible input, which means that they are somewhat more advanced in acquiring information than the level they are currently at. Together with the Shadowing method, thanks to the very clear speech, students can understand this language from a slightly advanced level.

Vygotsky's Sociocultural Theory

According to Vygotsky (1978), learning occurs in a social mechanism that is divided into two stages. The first is on the interpsychological side, so that the student interacts with the teacher; then it occurs on the intrapsychological side, in which the student, once the knowledge has been acquired, makes it part of his learning in his thinking.

Theory of Communicative Competence

According to Canale & Swain (1980), when developing communication skills, they depend not only on the structural part of the language, but also on the sufficiency that an individual has to use it in real environments. Shadowing, in addition to exposing learners to adequate pronunciation, also emphasizes the practice of the rhythm of the language, which is important for the development of communicative skills.

Legal Basis

To enrich the oral ability of secondary school students using the shadowing method, it can be supported by some national and international legal frameworks that promote the formation of the English language as a second language and pedagogical improvement at this educational stage.

Art. 26 de la Constitución de la República del Ecuador (2008) establece que “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado”. Educational instruction is a right of all citizens during their existence, which can not be denied by the State.

Mientras el Artículo 27 menciona que “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco de respeto de los derechos humanos, al medio ambiente sustentable y a la democracia” Constitución de la República del Ecuador (2008).

Academic training should be crucial for society, promoting its general growth, not only considering the educational part but also the ethics of the human being.

Ley Orgánica de Educación Intercultural (LOEI, 2011)

In accordance with Article 3 of the Ley Orgánica de Educación Intercultural (2011) (LOEI) Literal d says that “La educación tendrá como uno de sus fines promover el aprendizaje de al menos una lengua extranjera, preferentemente del inglés, como instrumento de comunicación y acceso al conocimiento universal”. Within the country, the English language has been chosen as one of its main objectives for learning a foreign language, to develop communicative skills around the world.

Agenda 2030 de la UNESCO (2015)

According to Sustainable Development Goal 4 of the Agenda 2030 of UNESCO, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2015). To ensure an educational formation of excellence and equality for all citizens, which fosters an area of progress throughout their lives.

Importance

Shadowing Method

In recent years, this method has been innovative for the acquisition of a new language, enhancing its orality and fluency. “The shadowing method, a practice where learners listen to and simultaneously repeat spoken language, has gained recognition for its potential to enhance speaking skills in foreign language education” (Talapova & Iliyas, 2024). These authors state that the application of the Shadowing Method is very authentic as it gives way to the improvement of factors such as: pronunciation, fluency, intonation, and confidence of EFL students.

Recently, in quantitative research with eleventh-grade students in Indonesia, Adromi et al. (2023) mentioned that “There is a significant effect of using The Shadowing Method on students’ speaking skills”. It shows that there is a significant impact on progress after producing oral skills

by applying Shadowing, evidencing this method as effective for the academic field in secondary school.

Speaking Skills

Developing speech skills is essential as it leads to effective and affective communication within a new language. "The deliberate integration of listening and speaking activities into the learning process can significantly improve students' competence" (Amelhay & Sakale, 2024). Speaking goes hand in hand with listening, as students understand a new language and practice it from this productive and receptive skill, so they can communicate with each other.

"Effective communication through speaking skills is essential for students' academic and personal development" (Taye & Teshome, 2025). This quote refers to the importance of the moment when students can be confident in producing this skill in front of other people. In this way, we can describe how important it is to develop this skill in the social and professional fields.

Chapter III

Methodology Framework

Methods

Qualitative Method

The qualitative method in research is based on collecting detailed information to understand in-depth phenomena such as social, cultural, or human, using interpretation based on experiences, perceptions, and different points of view that people have. This method seeks to explore why and how things happen. Unlike the quantitative method, which is based purely on collecting numerical data, which requires more precision, there must be a before, during, and after in research since the data must be analyzed, and conclusions must be drawn. This method is more commonly used in research around health, economics, engineering, marketing, etc.

In addition, Hatch (2002) highlights that “Qualitative research in education settings seeks to understand the complex world of teaching and learning from perspectives of those who experience it”. The quote mentions, qualitative research is normally used to understand phenomena in the education field, because teaching-learning is a topic that must continue to be explored today, through the experience of either students or teachers. This research project is focused on understanding the perceptions and anecdotes shared by students in a classroom.

Type of Research

For this research project, a phenomenological study has been chosen to analyze the responses of participants from a more experiential and real point of view, since this type of research studies the experiences of those who are investigated from a more personal approach. “Phenomenology allows the researcher to deeply explore subjective experiences and understand the core meaning as described by participants” (Tavakol &

Sandars, 2025). This type of research is used to know how people perceive situations, which enables a deeper understanding for the researcher.

Data Collection Technique

One-on-one Interview

According to Jordan et al. (2021), they mention that “Interviews provide a rich and dynamic method of collecting data in qualitative research that can provide thoughtful insight into the study question”. This quote refers to the fact that in a qualitative study through interviews, information about the topic to be investigated is received in a more interactive and in-depth manner, about what is to be collected.

Instruments

Questionnaire

“A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview” (McLeod, 2023). This type of instrument for an interview is a set of questions that are designed to collect data from people who participate in it.

Types of Questions

Open-ended Questions

“Open-ended questions are questions that allow respondents to answer in their own words, providing richer, more detailed, and more nuanced information than closed-ended questions” (Hamed, 2022). These types of questions permit people who participate in an interview to answer freely, providing more precise information than closed questions.

Population and Sample

For this research, five participants were selected, all of whom are teachers that has carried out their classes applying The Shadowing Method. The results of the interview are detailed in the following chapter, which helps to understand how the Shadowing helps to improve speaking skills in high school students.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

The following chapter presents an analysis and interpretation of data collected from interviews performed with five EFL teachers who had experience using The Shadowing Method in high school settings. The main purpose of this section is to understand how this method is applied in English language teaching and how it impacts students' engagement and performance.

The interviews were performed using open-ended questions, which permitted EFL teachers to share their experiences and perceptions in detail about how to apply the method and the effect it has on students' academic performance. Their responses provide different points of view, challenges, and benefits of the Shadowing Method.

In summary, the interviews demonstrate how the shadowing method can help students not only in high school but of any age, because it greatly improves in two essential aspects of English, listening and speaking, through different materials such as audios, podcasts, songs, film shorts, etc. The teachers highlighted the improvement in the students after the method was applied, and many of them agreed on different aspects that were mentioned in the questions asked by the interviewers. Despite the benefits, they also mentioned those challenges that students had to face the first time they worked with the method in the classroom.

Interpretation of data from the Interview

The data obtained from the questionnaire offers important information based on the application of the Shadowing Method in the classroom. The following analysis focuses on eight questions that aim to explore how the Shadowing Method helps develop the speaking skills of high school students, as well as the benefits and challenges that students experienced after applying it, and whether there are any recommendations from teachers based on their feedback from working with students.

The first question addressed why teachers chose to implement the shadowing method in their lesson plans. All responded differently but with the same objective, or in this case, the problem presented by students when participating in spoken classes, most of the groups showed difficulties in communicating their ideas because they did not have the fluency, vocabulary, and pronunciation suitable for students of their age. They also sought to implement activities that are rarely used in the classroom in our environment, where the English language is still taught traditionally.

The next question is about the students' English level. The teachers mentioned that the students presented an A1 level. They knew basic things that are normally taught in school; they could understand through text, but in terms of listening and speaking, they had problems when they were asked to maintain a conversation as a practice. The students did not understand what the teacher was saying since the command had to be translated quickly so that they could work; they were taught to translate instantly.

In terms of what type of materials did the teachers use in the application of this method, many agreed on a specific material such as songs, since it was an easy resource to apply in the

classroom, and that fulfilled its function in improving aspects of speaking skill, short fragments of films or videos have also been used to get out of the routine in the classroom.

According to the following question, what aspects of English have students improved thanks to shadowing, there was also an answer that was most repeated by the participants who spoke through the experience, and it was pronunciation, since the repetition of the audio several times greatly increased pronunciation, followed also by the fluency of the language. They also acquired many new words by expanding their vocabulary that was given with translation so that students can understand the meaning.

The fifth question focuses on the challenges that the students presented when they first applied the method. All participants agreed that the biggest challenge for students was understanding the audio; as it was the first time students had used the method, they found it difficult to understand the context. Another issue was limited vocabulary; students were unfamiliar with the vocabulary used in the provided material by the teacher, and encountered many new words, which made it difficult for them to understand. The pace of the material was also another factor that affected students at the beginning, because not all students could keep up the same pace; teachers had to repeat the audio two or three times.

According to teachers, the confidence in their students after the shadowing application in the classes increased. For example, whereas before they found it complicated to talk about a topic in presentations because they were afraid of making pronunciation mistakes, now that is no longer the case. They seem more confident when speaking, since language, like anything else in life, is about making mistakes in order to learn. Practice makes perfect.

Regarding the next question, which was about whether participants would recommend the application of the method in classes with other English teachers, the response was entirely

positive, as it meets the objectives sought by teachers who are teaching that is not their mother tongue. They also stated that it can be applied regardless of the students' level of English, as the content is chosen by the teacher for the activity.

Finally, a question was asked of the teachers comparing the effectiveness of the shadowing method against other strategies applied in class. The comparison was evident, giving positive points to the effectiveness of shadowing, interpreting that the method and learning a new language require a lot of practice to achieve the goals proposed by the teachers at the beginning of the school year. On the other hand, they said that the traditional method or also known as theory, usually bores students.

To summarize all the general answers provided by the participants who spoke through their experience acquired in the classroom with their students regarding the shadowing method, the teachers recognized that the shadowing method helps students to gain a good level of fluency in the language to communicate their ideas in a natural way. On the other hand, they also noticed a very significant improvement in terms of pronunciation through the repetition of phrases and words that they heard in the material that the teachers brought. Group work helped build trust among classmates by participating in activities such as presentations, creating an environment where students feel safe to make mistakes without being judged.

Questions Report

Table 1

Results obtained from teachers' experiences towards The Shadowing as a Strategy to Enhance Speaking Skills in High School Students compared to the literature review.

Questions	Answers	Authors
1) Why did you decide to use the shadowing method in your lesson plan?	<ul style="list-style-type: none"> ❖ Allows teachers to identify the areas where students need improvement. ❖ Focuses more on practice than theory. ❖ Is adaptable to any level of English. 	“The shadowing method, a practice where learners listen to and simultaneously repeat spoken language, has gained recognition for its potential to enhance speaking skills in foreign language education” (Talapova & Iliyas, 2024).
2) What type of materials did you use for shadowing? Why did you choose those materials?	<ul style="list-style-type: none"> ❖ They use songs because students enjoy this type of material. ❖ Also use audio recordings of their textbooks that they use for language teaching. ❖ Short clips from films, for the accents. 	“Moreover, learners do not need to spend much money, as they can boost their pronunciation skills at home by watching YouTube videos” (Gavhar, 2025).
3) What challenges did the students encounter when they first applied the method?	<ul style="list-style-type: none"> ❖ They had difficulties understanding what was being said in the target language. ❖ Shortage of vocabulary; they delayed and were unable to keep up the rhythm of the audio. 	“Some participants struggled with fast-paced audio materials, especially in the early stages of the study. However, gradual exposure and adaptive shadowing methods allowed them to adjust and improve over time” (Kieu 2025).
4) Have you noticed changes in students' confidence when speaking English after using the method?	<ul style="list-style-type: none"> ❖ Students feel more confident after using this method. ❖ They speak more fluently. ❖ Students are more active when participating in classes. 	These authors state that the application of the Shadowing Method is very authentic as it gives way to the improvement of factors such as pronunciation, fluency, intonation, and confidence of EFL students (Talapova & Iliyas, 2024).

Note 1: This table presents the results collected from interviews conducted with EFL teachers who had implemented the Shadowing Method in their teaching practice, compared to the bibliographic review.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations that were derived from insights gained by participants, as outlined in the previous chapter, which are related to the objectives set out in this research.

General Objective: To explore the teachers' experiences with the shadowing method as a strategy for developing speaking skills in high school students.

Thanks to the exploration of the skills of teachers together with students applying the Shadowing as a method to improve speaking skills, it has been possible to perceive its effectiveness, since this method helps to improve fluency, pronunciation, and confidence when producing spoken words in the English language.

It is important to promote the application of the shadowing method in lesson plans for the teaching of the English language, preparing teachers to understand and correctly use this strategy, adapting it to the academic needs that students present in their development of skills such as speaking, conducting more research on Shadowing, and demonstrating its effectiveness.

Specific objective 1: To review the literature of shadowing in the language learning and teaching process.

The information obtained from other research helped to understand how the teaching of this language has evolved with the use of this strategy, it can be highlighted that the exploration of the referential framework of the Shadowing method has managed to highlight its importance and significant effectiveness in the academic field based on the teaching of the English language

since it benefits emulation, perception of listening, and generating oral reproduction in the learners.

The union between academic and training establishments, inquirers, and individuals dedicated to the teaching of the English language should be implemented to increase teaching and renovation projects that delve into the understanding and promotion of the use of the shadowing method. In addition, add practice, updated materials that are of real interest to students, along with spaces in which perspectives and experiences can be exchanged, which have been of great help in the teaching-learning process.

Specific Objective 2: To identify the challenges and perceptions that high school students face when using the Shadowing method to develop fluency, pronunciation, and confidence in speaking.

Teachers were able to realize that high school students, before using this method, were not confident when producing the English language orally. This happens thanks to the lack of practice that can attract the attention of students. However, after using this method, students have become much more confident when speaking in this language, as it is understood that this method helps communication problems by improving fluency and pronunciation.

Academic participation designs should be made that allow for talking exactly about the obstacles that students present when making use of the ability to speak in the English language. These training spaces would help to incorporate practices before starting a class and strategies that make the student feel relaxed. This could occur with the use of audio and feedback, in which students can clear their doubts from a very comfortable space where they can interact with the support of the teachers.

Specific objective 3: To analyze the benefits of the resources used in the shadowing method in the classroom.

The shadowing method activates the instinct to develop skills by listening and reproducing what is perceived. Thanks to technology, it is very easy for teachers to find materials and resources that can help students improve their skills, in this case, we are talking about speaking, and this is how this method covers audios, songs, videos, and podcasts played in the native language of English, which students enjoy and learn at the same time. In addition, in this way the motor learning of the phonatory system can be comforted and the mind can be exercised to speak in the English language in a natural way.

Teachers must choose support materials for students which must be related to the purpose of study and that are available to students for their autonomous work. This could be the combination of videos, audio, songs, or podcasts with the help of the books that students commonly read. This is how the Shadowing method contributes to the improvement of speaking skills in a much more accessible and faster way.

As a final point, this research work was carried out with the purpose of contributing to the teaching of the English language, offering information, and understanding how shadowing intervenes in the academic process. In addition, it emphasizes the implementation of Shadowing to improve speaking skills such as pronunciation, fluency, intonation, and confidence in speaking the language. This method encourages reflective listening, sensitivity of reproduction, and stimulation, so students can delve into the communicative skills of the English language more dynamically and interactively.

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Annexes

Annex A: Certified Anti-Plagiarism System

La Libertad, 30 de octubre de 2025.

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado “**THE SHADOWING METHOD AS A TECHNIQUE TO ENHANCE SPEAKING SKILLS IN HIGH SCHOOL STUDENTS**” elaborado por los estudiantes **DOMÍNGUEZ SUAREZ JOSELYN ARELYS** y **TUMBACO CHALÉN DERLIS ISAAC** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Verónica Limones Borbor, MSc.

TUTOR

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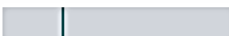
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☰ Fuentes de similitudes

Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 doi.org Using Shadowing Technique to Improve English-Majored Sophomores' E... https://doi.org/10.60087/jklst.vol4.n3.005	< 1%		🔗 Palabras idénticas: < 1% (23 palabras)

Fuente con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 RESEARCH PROJECT - JONATHAN MATEO.docx RESEARCH PROJECT - J... #09d57e 📍 Viene de de mi grupo	< 1%		🔗 Palabras idénticas: < 1% (39 palabras)

Annex B: Questionnaire

Population: Five teachers who work around English teaching with high school students, familiar with the evolution of speaking skills

Sample: Five graduates in the Pedagogy of National and Foreign Languages with experience in the use of the Shadowing method to improve speaking skills.

Questions addressed to the interviewees.

1. Why did you decide to use the Shadowing Method in your lesson plan to improve the students' English level?
2. How would you describe the students' level of English before using the method?
3. What type of materials (videos, songs, podcasts) do you use for shadowing? Why did you choose those materials?
4. Which aspects of English (pronunciation, fluency, vocabulary, listening comprehension) do you feel your students have improved the most thanks to shadowing?
5. What challenges did the students encounter when they first applied the method?
6. Have you noticed changes in students' confidence when speaking English after using the method?
7. Would you recommend the shadowing method to other teachers so they can apply it in the classroom? Why?
8. What other teaching methods have you used, and how do they compare to Shadowing in terms of effectiveness?

Annex C: Transcription of responses addressed to teachers.

Interviewed #1: Mr. Erik Vera

1. Why did you decide to use the Shadowing Method in your lesson plan to improve the students' English level?

Well, I decided to use this method because I think it helps a lot for students to be able to practice directly together with the teacher, since although it is true, once they listen to either an audio or song in the native language, once listened, they try to repeat in the same way and with the same intonation.

2. How would you describe the students' level of English before using the method?

My students had knowledge of many words in English, but at the time of speaking their pronunciation was not correct, it was not very clear what they said, at the time of saying sentences they paused and for this same factor I noticed that they felt insecure when they had exposure or speeches inside the classroom.

3. What type of material (videos, songs, podcasts) did you use for shadowing? Why did you choose those materials?

With the help of the book, I play audio recordings of dialogues from it, and then the students have to repeat them in the same way. In class, we do this twice for each dialogue. I also use songs in English because it is an interactive way of learning that guys enjoy.

4. Which aspects of English (pronunciation, fluency, vocabulary, listening comprehension) do you feel your students have improved the most thanks to shadowing?

I think they have greatly improved their pronunciation and fluency. Thanks to this method, they have learned more vocabulary and therefore understand more when they hear this language.

5. What challenges did the students encounter when they first applied the method?

At first, they didn't understand very well and found the audio recordings too fast, but little by little they got used to it, and I also answered their questions about new words and phrases.

6. Have you noticed changes in students' confidence when speaking English after using the method?

The truth is that their confidence has been quite noticeable. Now they try to do their best to get the pronunciation right, and when they stand in front of their classmates during presentations, you can feel how confident they are because they know what they are going to say.

7. Would you recommend the Shadowing method to other teachers so they can apply it in the classroom? Why?

The truth is, yes, it really helps improve students' fluency and pronunciation, as I mentioned earlier. It's also a very educational way for students to learn. They could even do it with songs from their own era so that they can have fun and become more interested in learning the language. In addition, students have the opportunity to practice at home without teacher supervision, essentially working independently.

8. What other teaching methods have you used, and how do they compare to shadowing in terms of effectiveness?

I have used role plays, the traditional method, educational games, and they are also effective, but when it comes to speaking, I prefer to use shadowing.

Interviewed #2: Ms. Jenny Tomalá Reyes**1. Why did you decide to use the Shadowing Method in your lesson plan to improve the students' English level?**

Because I noticed that they had a lot of difficulties communicating their ideas in English, in many cases they had a bad pronunciation, and with the shadowing or the imitation method, was solved.

2. How would you describe the students' level of English before using the method?

Honestly, if I had to rate their level in the language, I would say between A1 and A2, they only knew basic topics.

3. What type of material (videos, songs, podcasts) did you use for shadowing? Why did you choose those materials?

The activity that students enjoy most in class is working with songs, I always try to find out what teenagers like. I decided to work with songs because there is a resource which is easy to use and manage in the classroom.

4. Which aspects of English (pronunciation, fluency, vocabulary, listening comprehension) do you feel your students have improved the most thanks to shadowing?

In my experience using the method, I have seen improvements in all the aspects you mentioned previously, but pronunciation and acquiring more vocabulary are what they have improved the most.

5. What challenges did the students encounter when they first applied the method?

One of the challenges that students demonstrated was the comprehension of the audio. I started the activity by asking for opinions, then, with repetition and my guidance, they could understand the meaning in Spanish.

6. Have you noticed changes in students' confidence when speaking English after using the method?

Absolutely. Of course, students used to be afraid of making pronunciation mistakes in the classroom. I always said, I'd rather they make mistakes in class than out in the real world.

7. Would you recommend the Shadowing method to other teachers so they can apply it in the classroom? Why?

Yes, I would, it's an activity that students will love, it's time to start moving away from traditional teaching methods and take advantage of the resources that technology has to offer.

8. What other teaching methods have you used, and how do they compare to shadowing in terms of effectiveness?

Even though it's difficult to work with high school students, I have worried with the traditional method, TPR, grammar translations method, but with the shadowing it is a little funny that they even try to imitate the intonation, which is good.

Interviewed #3: Mr. Jefferson Sanchez**1. Why did you decide to use the Shadowing Method in your lesson plan to improve the students' English level?**

Well, when I was at the Navy, I could notice that some of the students, not some, actually a great majority of the students, did not have the actual level that was required to be in the Navy. So, in this case, it was a work of mine to help them to get the fluency that was required at the moment of graduating from the Navy, because they needed an A2 level. And, well, I could do everything that was possible at that moment, and the shadowing method it was such a great help in order to make them get the fluency that it was required.

2. How would you describe the students' level of English before using the method?

Before using the method, well, they did not, they didn't know anything, anything at all. It was really impossible to get to communicate with them in English, they needed to go first to the translator later. Yes, and if they want to say in English as well, everything is translated. So, every time that I was about to understand, then it was kind of confusing for the reason that you know how translators work. And well, it tends to get a little bit confusing for the reason that they translate literally from Spanish, and sometimes that was really incomprehensible for me, but then, as I am a Spanish native speaker, then with a little struggle, I could really know exactly what they tried to say.

3. What type of material (videos, songs, podcasts) did you use for shadowing? Why did you choose those materials?

In specific only songs, for the reason that, okay, this is a kind of preference because the way that I learned English was through songs, so, I wanted the students to learn English through songs as well, so I did everything that was in my hands to apply my lessons with songs. We try to

do karaoke, we tried to do some exercises of filling in the gaps, and well, and I could say that this only works in face-to-face classes for the reason that I to do it in a virtual classes and it doesn't work a little bit more maybe I need to keep trying for the reason that, well, some of the students may have some problems with their connection, but by this moment I could say that it only works with face-to-face classes.

4. Which aspects of English (pronunciation, fluency, vocabulary, listening comprehension) do you feel your students have improved the most thanks to shadowing?

I could say that it improved the pronunciation a lot for the reason that they tried to copy the pronunciation of different singers, and well, I made them do that. It's compulsory in my classes, it's compulsory the same as the singers, and well, every time that they do that, they acquire the same pronunciation as then listening to the English native speakers sounds. They don't do it every day only when they are in English classes. In the time that I was at the Navy, that's not something that I have tried now that I'm at UPSE, but well, that's what I can say. Pronunciation was a little bit improved, and a bit of listening as well.

5. What challenges did the students encounter when they first applied the method?

What challenges? let me think about it, for the reason that I don't really remember one of the challenges was, OK, first at the moment of listening only to the song, well it was kind of difficult for them for the reason that they didn't understand exactly what their leaders tried to say but they feel like OK, let's put this example. If I put one song that it has such as joyful sound but the meaning of that song is completely different OK they they are going to think ohh no this song is cheerful and that the lyrics might say something good but then when they know actually the truth of the lyrics they are going to be completely thinking about something else OK this does

make does not make sense and well that would be one, One challenge that I could think of not understanding the lyrics but only guiding themselves by the sound, and that will make a confusion. One example of a song that I can think of is I don't really really remember this the name of this song I've been hoping somebody love me twice, I couldn't, no, I don't really remember, then, no, don't worry, I don't, if I remember it then, I will tell you but not at this moment, I can remember.

6. Have you noticed changes in students' confidence when speaking English after using the method?

OK, in my reality, no I have, I haven't noticed anything for the reason that shadowing was not a method that I apply every day in my classes. That's something that I only apply maybe every two weeks, OK, so because I have tried some different methods, shadowing is not something that I have done regularly.

7. Would you recommend the Shadowing method to other teachers so they can apply it in the classroom? Why?

Yes, absolutely, right absolutely I will recommend this, and I hope you will do it regularly for the reason that you will notice a change when you get accustomed to something, you will notice a change, in my case I have tried lots of different things and I can't decide something in specific, but if you decide for shadowing, maybe you could notice you could notice a change.

8. What other teaching methods have you used, and how do they compare to shadowing in terms of effectiveness?

OK, one teaching method that I have learned a few months ago was a method called pechakucha, OK, it's Japanese, in this case this method talks about well it's about sharing 20 slides in a time of 20 seconds, I mean when you project each slide you need to take for at least 20

seconds to be projecting it, and you need to describe everything that is projected on the slide, so it means that you are going to make for at least 6 minutes to say what you are projecting on that slide, it means that with that you are going to improve your pronunciation that's something that I have tried before, I haven't had the opportunity to do it regularly as well, for the reason that when I applied for the first time I was in the last month at the Navy I haven't had the opportunity to do it at UPSE.

Interviewed #4: Ms. Lorena Morales**1. Why did you decide to use the Shadowing Method in your lesson plan to improve the students' English level?**

According to the question, I think that the Shadowing method I used to develop the speaking skill because is very important for them, because the students need to learn more about this skill, because students need to improve their speaking and sometimes, we need to use this skill, because more of the high schools don't use this method.

2. How would you describe the students' level of English before using the method?

Ok, before teaching this method, the level of the students was very low, because before they learn, they had never used this kind of method.

3. What type of material (videos, songs, podcasts) did you use for shadowing? Why did you choose those materials?

This type of material that most teachers use is songs because in songs, students like their music and they like.

4. Which aspects of English (pronunciation, fluency, vocabulary, listening comprehension) do you feel your students have improved the most thanks to shadowing?

According to the Shadowing method, I think that the students improve their pronunciation because when listening to real speaking, they listen to what native speakers say.

5. What challenges did the students encounter when they first applied the method?

Most of the challenges they encounter could be that they don't understand some words the speaking or listening.

6. Have you noticed changes in students' confidence when speaking English after using the method?

Yes, students sometimes feel very cool when they improve their speaking, because this method is very useful for them.

7. Would you recommend the Shadowing method to other teachers so they can apply it in the classroom? Why?

Yes, I recommend it to my other partners this Shadowing method because students need to learn different methods or strategies that we can improve their English.

8. What other teaching methods have you used, and how do they compare to shadowing in terms of effectiveness?

Most of the teachers we use the classical method, deductive and inductive, because in here, high school, there is no some tools, that the teacher we use in the classroom, for example, there isn't internet or there isn't any equipment in order to teach different strategies for the students and most of the teacher use the classical method, the inductive and deductive, and in some cases our teachers try to use our equipment to teach other strategies. I compare the Shadowing method, and it is very effective.

Interviewed #5: Mr. Jairo Neira Rosales**1. Why did you decide to use the Shadowing Method in your lesson plan to improve the students' English level?**

I chose the shadowing method because it encourages active listening and immediate speech reproduction, which helps students internalize pronunciation, rhythm, and intonation. It's a dynamic way to bridge the gap between passive understanding and active speaking.

2. How would you describe the students' level of English before using the method?

Before implementing shadowing, most students were at a basic to intermediate level. They could understand written English fairly well but struggled with speaking fluently and confidently, especially in spontaneous conversations.

3. What type of material (videos, songs, podcasts) did you use for shadowing? Why did you choose those materials?

I used short videos, movie clips, and podcasts featuring native speakers. These materials offered authentic language use, varied accents, and natural pacing. I also included songs occasionally to make the practice more engaging and to reinforce rhythm and pronunciation.

4. Which aspects of English (pronunciation, fluency, vocabulary, listening comprehension) do you feel your students have improved the most thanks to shadowing?

Pronunciation and fluency showed the most noticeable improvement. Students became more aware of stress patterns and intonation, and their speech became smoother and more natural. Listening comprehension also improved as they learned to focus on key sounds and sentence structures.

5. What challenges did the students encounter when they first applied the method?

Initially, students found it difficult to keep up with the pace of native speakers. They were also self-conscious about repeating aloud, especially in front of others. Some struggled with unfamiliar vocabulary or accents, but with practice and encouragement, they gradually overcame these hurdles.

6. Have you noticed changes in students' confidence when speaking English after using the method?

Absolutely. As students became more comfortable mimicking native speech, their confidence grew. They started participating more actively in class discussions and were less hesitant to speak up, even when making mistakes.

7. Would you recommend the Shadowing method to other teachers so they can apply it in the classroom? Why?

Yes, I would definitely recommend it. It's an effective and versatile technique that can be adapted to different proficiency levels and learning styles. It also complements other methods well and adds variety to traditional classroom activities.

8. What other teaching methods have you used, and how do they compare to shadowing in terms of effectiveness?

I've used communicative language teaching, role-playing, and grammar drills. While each has its strengths, shadowing stands out for its ability to improve pronunciation and fluency in a short time. It's less about theory and more about practice, which makes it highly effective for speaking skills.