ADVANTAGES OF USING SHADOWING IN LEARNING ENGLISH

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ABSTRACT

Shadowing is a qualitive research technique in which learners simultaneously track speech they hear and vocalize it as clearly as possible (Tamai, 1997). Numerous studies claim that shadowing is effective in enhancing FL learners' speech perception (Kadota, 2007, 2012), especially in cases of weak phonological word recognition (Nakayama & Suzuki, 2012). Although research into shadowing has already a long history (e.g., Hamada, 2011a; Kato, 2009; Marslen-Wilson, 1985; Mochizuki, 2006; Mori, 2011; Murphey, 2001; Oki, 2010; Tamai, 1997, 2005), no published studies have attempted to apply it to a target group of native Spanish speakers. Thus, this research aimed to examine whether the application of shadowing in English as a foreign Language improves listening comprehension in Spanish students at school.

The methodology was divided in pre-shadowing and shadowing activities. Grammar and vocabulary in the input speech was taught in advance as pre-shadowing activities to obtain the maximum benefit (Hamada, 2014). Shadowing itself was divided into 4 stages: slow, faster, natural input and overlapped speech. The eighty-eight (45 males, 43 females) 3rd ESO participants used an EFL textbook, *Mosaic 3* (CEFR B1) (Oxford, 2018). Once a week for a month, 40-minute shadowing-based lessons were conducted. Before the study, the participants took listening pre-tests, and after, they took listening post-tests.

Overall, the quantitative results suggest that participants who showed low listening comprehension skills reported significantly higher results after the use of shadowing. The application of shadowing is limited by the fact that it is a very demanding task that involves real motivation to overcome the initial effort that is required to put the technique into practice.

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