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ENHANCING LISTENING SKILLS THROUGH *SHADOWING*: AN EXPERIMENTAL STUDY OF INTERMEDIATE ENGLISH LEARNERS

ABSTRACT

This study examines the effectiveness of the shadowing technique in improving students' listening comprehension competence in English. The article sets as its main task the scientific analysis of teaching listening comprehension through shadowing technique on the basis of foreign experience and research of leading scholars, monitoring and analyzing the learning process in terms of improving listening comprehension competencies in the process of teaching English, and examining students' attitudes towards language learning.

Through such research methods as targeted observation, study and analysis of relevant sources, questionnaire survey, experimental testing, and comparative analysis and generalization of the results, this study studies the impact of shadowing technique on students' listening comprehension. Using a special questionnaire, the study examines and analyzes students' interests in language learning, reasons for language learning, and the level of use of modern technical devices in foreign language lessons. In the next stage, a group of 16 members, divided into experimental and control groups, will take special test tasks before and after applying the shadowing technique in listening comprehension, and the description of the results they showed will be expressed in mathematical analysis.

The results of the study show that the test scores of the experimental group using the shadowing technique are significantly higher than those of the control group. Based on the observed development in students, it can be concluded

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TINGLAB TUSHUNISH KO'NIKMALARINI *SHADOWING* TEXNIKASI ORQALI RIVOJLANTIRISH: O'RTA DARAJADAGI INGLIZ TILI O'RGANUVCHILARI BILAN EKSPERIMENTAL TADQIQOT

ANNOTATSIYA

Ushbu tadqiqot talabalarning ingliz tilida tinglab tushunish kompetensiyasini takomillashtirishda shadowing texnikasining samaradorligini o'rganadi. Maqola shadowing texnikasi orqali tinglab tushunishni o'rgatishning ilmiy tahlilini xorijiy tajribalar va yetuk olimlar tadqiqotlari asosida umumlashtirish, ingliz tilini o'qitish jarayonida tinglab tushunish kompetensiyalarini takomillashtirish borasida o'quv jarayonini kuzatib, tahlil qilishni, talabalarning til o'rganishga bo'lgan munosabatlarini tekshirishni o'z oldiga asosiy vazifa sifatida belgilaydi. Maqsadli kuzatuv, mavzuga oid manbalarni o'rganish va tahlil qilish, anketa so'rovnoma o'tkazish, tajribasini o'tkazish va natijalarni qiyosiy tahlil qilib, umumlashtirish kabi tadqiqot usullari orqali ushbu tadqiqot shadowing texnikasining o'quvchilarning tinglab tushunishga ta'sirini o'rganadi. Tadqiqot maxsus so'rovnoma yordamida, talabalarning til o'rganishga bo'lgan qiziqishlari, til o'rganish sabablari va chet til darslarida zamonaviy texnika qurilmalaridan foydalanish darajalarini tekshiradi va tahlil qiladi. Keyingi bosqichda, 16 a'zodan iborat guruh tajriba va nazorat guruhlariga ajratilgan holatda tinglab tushunish bo'yicha shadowing texnikasini qo'llashdan oldin va keyin maxsus test topshiriqlarini topshiradilar va ular ko'rsatgan natijalar tavsifi matematik tahlilda o'z ifodasini topadi.

Tadqiqot natijalari shuni ko'rsatadiki, shadowing texnikasidan foydalanilgan tajriba

that the shadowing technique not only improves students' ability to understand spoken English, but also increases their self-confidence and speaking ability, and the level of interest in language learning. This article discusses the theoretical foundations of the shadowing technique, its practical application in the classroom, and its possible benefits for language learners.

Key words: innovative methods, listening skills, shadowing technique, linguistic accuracy, fluency, comprehension, pronunciation, technology integration, language retention, learning environment.

guruhi test ko'rsatgichlari nazorat guruhiga nisbatan sezilarli darajada yuqori. Talabalarda kuzatilgan rivojlanish ta'sirida shadowing texnikasi nafaqat talabalarning og'zaki ingliz tilini tushunish qobiliyatini oshirishga, balki ularning o'ziga bo'lgan ishonchi va nutq qobiliyatini, til o'rganishga bo'lgan qiziqish darajasini oshiradi degan xulosaga kelish mumkin. Ushbu maqolada shadowing texnikasining nazariy asoslari, uning sinfda amaliy qo'llanilishi va til o'rganuvchilar uchun mumkin bo'lgan foydalari muhokama qilinadi.

Kalit so'zlar: innovatsion usullar, tinglash malakalari, shadowing texnikasi, lingvistik aniqlik, ravonlik, tushunish, talaffuz, texnologiya integratsiyasi, tildan unumli foydalanish, o'rganish muhiti.

INTRODUCTION

In the modern world, enhancing language competencies plays a crucial role in global communication, cultural exchange, and economic opportunities. Gaining proficiency in another language not only opens doors to understanding diverse cultures but also enhances cognitive skills, such as problem-solving and critical thinking. In the professional realm, bilingualism or multilingualism can be a valuable asset, offering individuals a competitive edge in international business, diplomacy, and global markets. As the world continues to evolve, the ability to speak more than one language remains a powerful tool for personal growth and global citizenship.

Mastery of English enables individuals to engage in social interactions, business and academia, as it is widely recognized as a lingua franca. Strong reading, writing, speaking, and listening skills in English enhance one's ability to comprehend complex information, articulate ideas effectively, and participate in meaningful dialogues. Moreover, through English, one has access to a wealth of educational resources, literature, and media, further enriching personal and professional growth.

Listening holds a unique and crucial role in language learning, as it is often considered the foundation upon which other language skills are built. Learners connect to the natural flow of communication in a language because of their listening skills. With the help of it, learners absorb vocabulary, pronunciation, intonation, grammar in context and understand how the language functions in real-life situations.

The listening skill is the "least researched of all four language skills" [Vandergrift, 2007; 291], and according to N.Walker, it is considered the most difficult skill to be taught [Walker, 2014]. In reality, receptive skills are considered a fundamental part of language acquisition since language learners need sufficient comprehensible input to produce a language. Among the techniques explored to teach listening skills in FLT, shadowing is agreed to be useful to practice listening skills in class [Hamada, 2017; Saito et al., 2011; Sumiyoshi & Svetanant, 2017].

Since listening is an essential skill, it is important to learn techniques like

shadowing, which focuses on developing it. Shadowing involves listening to speech and immediately repeating it as accurately as possible while continuing to listen to the rest of the message [Horiyama, 2012; Tamai, 1997]. By actively listening and mimicking the sounds, second language learners (SLL) can become more aware of the phonemes that make up words, enabling them to recognize individual words and understand phrases, and ultimately, the overall message.

Hamada defines shadowing as "the process of listening in which learners follow spoken language and repeat it as accurately as possible, while paying close attention to the incoming information" [Hamada, 2009].

Shadowing is regarded as an effective method for enhancing learners' "listening ability", particularly in areas like accent, intonation, and overall listening skills [Tanaka, 2002, as cited in Wiltshier, 2007]. Additionally, F.Shimomura suggested that shadowing can improve students' ability to perceive phonemes, which in turn helps regulate the speed and volume of information they can process and store in their memory [Shimomura, 2018]. Unlike passive activities such as listening to a podcast or watching TV, shadowing is a far more engaging practice. While listening and reading in your target language can be beneficial, they are not enough on their own. According to Richard, one of the greatest challenges in language learning is understanding fast, native speech. Unlike with a podcast, where you can pause or slow down the audio, real conversations do not offer that flexibility. Shadowing helps train the brain to process spoken language at a natural, native speed. When observing activities in listening instruction, it is crucial to focus on enhancing teaching methods that promote language awareness [Richard, 2008]. Repetition and imitation play a significant role in boosting students' language awareness and gradually developing their understanding of the language.

Over the past ten years, numerous studies in the field of second language acquisition have been conducted, demonstrating the effectiveness of shadowing in improving listening comprehension. In Taiwan, L.Lin conducted an experimental study with twenty-five eighth-grade students. The students participated in shadowing instruction and completed shadowing tasks over a period of five weeks, totalling fifteen hours. Based on the results from pre- and post-tests, along with questionnaires, L.Lin found that shadowing not only enhanced students' listening and speaking abilities but also boosted their interest and self-confidence in using English. She concluded that shadowing is undoubtedly an effective learning method [Lin, 2009].

S.Taki and Z.Esmaeili investigated the effects of shadowing on 38 Iranian EFL learners, focusing on their listening comprehension, listening self-efficacy, and the use of metacognitive listening strategies. The participants, with an average age of 16 and at an intermediate level, were randomly assigned to either a control or an experimental group. The experimental group engaged in shadowing activities in English listening classes, while the control group participated in regular listening exercises. S.Taki and Z.Esmaeili concluded that shadowing is a highly effective teaching method in EFL classrooms, significantly improving both listening comprehension and the use of metacognitive strategies [Taki & Esmaeili, 2017].

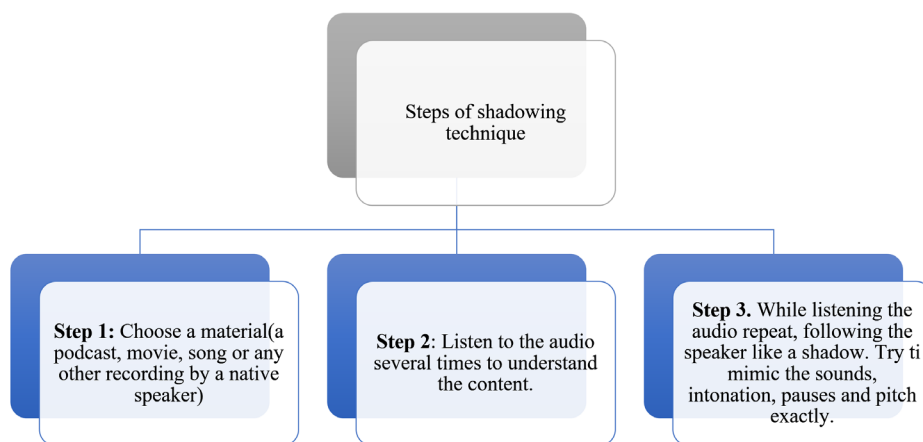
Shadowing is a technique not only to improve speaking and listening skills, but also a way to increase students' interest and motivation in language learning. By combining skill development with an element of enjoyment, shadowing fosters a deeper connection to language learning and encourages consistent practice. J.Teeter presented the findings from Likert questionnaires completed by 1001 first-year university students in Japan, noting that shadowing has the potential to boost students' motivation by improving their self-confidence, interest in English, ideal L2 self, attitudes towards communicating in the second language, and perceptions of their English proficiency [Teeter, 2017].

S.Sumarsih conducted an experimental study to examine the effect of the shadowing technique on learners' listening skills. A total of 60 university students from the English Department in Indonesia participated, with 30 students in each of the control and experimental groups. Over a four-week period, the experimental group practiced shadowing both inside and outside the classroom, while the control group did not engage in this activity. The results revealed that the experimental group outperformed the control group. S.Sumarsih concluded that the structured and contextual nature of shadowing is an effective method for enhancing listening skills, particularly for EFL learners in countries like Japan, China, and Indonesia [Sumarsih, 2017].

Based on the findings of previous studies, shadowing has been identified as a potentially effective technique for improving students' listening comprehension skills.

Figure 1

Model of steps to follow when using the shadowing technique



In short, the steps included in Figure 1 can be followed to use the shadowing technique in practice. In introducing the shadowing technique in a listening class, A.Sweeting outlines a practical approach, which includes the following steps: 1) select a short audio clip with a written transcript(e.g, from www.ello.org); 2) analyze the text to pinpoint any difficult words or phrases; 3) encourage students to save the MP3 file on a USB or smartphone; 4) suggest that students listen to the audio as frequently as possible over the course of two days to familiarize themselves with

the speaker's pronunciation, even outside the classroom; 5) ask students to focus on specific features of the speaker's speech, such as the pronunciation of certain sounds, as well as the rhythm and cadence of their voice; 6) have discussions about the written text and demonstrate the shadowing technique for the students; 6b) advise students to repeat the speaker's speech as accurately as they can, focusing on precise pronunciation, rather than simply imitating or repeating after the instructor; 6c) allow students to practice independently, especially on the parts they find challenging; 7) recommend that students record their own voices using audio recording software, like NCH's Record Pad, Audiobook, or Audacity, once they feel their pronunciation closely matches the original audio; and 8) encourage learners to continue practicing outside of class [Sweeting, 2013].

Although numerous studies have confirmed the effectiveness of shadowing in enhancing listening comprehension and related skills, the majority of this research has been conducted in East Asian and Middle Eastern EFL contexts, such as Japan, Taiwan, Iran, and Indonesia. Consequently, there is a noticeable lack of empirical research examining the application of shadowing in Central Asian EFL contexts, particularly in Uzbekistan, where learners' linguistic, educational, and sociocultural backgrounds differ considerably from those previously studied. Furthermore, many existing studies focus on shadowing as a supplementary activity rather than as a structured instructional technique integrated into regular classroom practice. To address these gaps, the present study investigates the impact of shadowing on EFL learners' listening comprehension in Uzbekistan, thereby contributing context-specific evidence and pedagogical implications for listening instruction in under-researched EFL settings.

The purpose of this study is to demonstrate that employing the shadowing technique in foreign language teaching is a crucial and effective strategy for improving students' listening skills and the teaching methods of English teachers alike. Teachers can create an effective teaching atmosphere by utilizing shadowing to enhance students' listening skills.

The AIM of this study is:

(a) To analyze existing literature on the methodology of teaching listening through shadowing

(b) To identify the efficiency of shadowing in enhancing the listening skills of intermediate learners.

Research question and hypotheses

There is a series of goals that must be achieved in order to obtain the desired outcome, and these goals are seen as crucial paths to the main target. The goal and inquiry for the study are as follows:

Research question: How effectively can the use of the shadowing technique affect the listening ability of intermediate learners?

METHODS

The subjects

The target population of the study was students who study at Uzbekistan State World Languages University in foreign language and literature: English branch in group number 2022. There are 16 students according to the register. We have done our research with this group by making this group both an experimental and a control group by dividing them into 2. When we finished our experimental studies, we continued with control group tasks within the same group. At this educational facility, we started our action during class time.

Equipment and materials

Projectors, computers, whiteboards, paper, markers, handouts, stickers, laptops, activity cards, networks, recorders, English videos, and other types of materials were used in this study. Each piece of equipment was effectively used: projectors were used to demonstrate presentations to introduce the topic and aims of the lesson, to watch videos, films, and pieces from cartoons to shadow and improve listening; whiteboards were used to organize and write key phrases for making the process of listening and understanding English speech easier; stickers were used to evaluate students' actions and to visually compare those items in front of learners. Computers were also used for presentations as well as for watching video materials, and speakers were used for playing the audio.

Procedure

During the practice, the experiment group worked with the shadowing technique, in which they watched the video, listened, and spoke at the same speed as the speaker of the video. In the activities, a smart television (to play the video), a computer and a projector (to prepare and show a PowerPoint presentation including new words and phrases used in the video) were used as means of technological tools. At this time, the control group studied the same listening topics as the experiment group, but excluding the information technology devices. They used speakers to listen to the audios, pen, paper, blackboard, and some cards to learn the words related to the topic. The subtitles of the videos shown to the students in the experiment group were given on sheets of paper to the students in the control group as teaching material. They read, translate, and repeat the sentences on the sheet.

Data collection

There were a few data collection methods:

- a) Observations;
- b) Questionnaires;

In observation sheets, the researcher's qualitative approach is used. It's made to pay close attention to the whole lecture. Furthermore, evaluation is designed to take into account the needs and attitudes of students when it comes to group work instruction. Lessons in listening skills are used in the pre and post-tests. The pre-test is given at the beginning of the teaching process and the post-test is given at the conclusion of the learning process. The current study was conducted using experimental courses.

First, the researcher needed to observe some lessons from experimental groups before starting to work with them and conducting pre and post-tests in order to compare the findings at the end of the analysis.

Observations. The researcher prepares observation sheets. For around two weeks, she followed the lessons from the study and control groups, as well as the measurements and instructions on the observation sheets. When analyzing the lessons of others, the behavior of teachers and the methods they used were scrutinized, and the errors were also noted. Additionally, learners became more comfortable as the days went by with the observer at the lesson, making it easier to conduct the following lessons. And the students must have already studied and adjusted to the new instructor. Using observation sheets, he attempted to investigate the teaching method in detail during those weeks.

Questionnaires are used to gather information. The researcher created the questionnaires. The questionnaire was distributed to the learners. The questionnaire reveals the personal opinions and expectations of the learners. This is also crucial for the analysis. The teacher should consider the learners' needs and interests while planning the lesson.

Questionnaire for students. The following one was designed to gather information from learners about their needs and difficulties in English classes. This method took longer because most of the students struggled to understand the meaning of the questions. The researcher assisted them in comprehending the meaning and selecting an appropriate response.

Pre-test. It was designed to check and evaluate the degree of learners' present knowledge on listening skills. This test allows the researcher to pick suitable tasks for the next lessons. Pre-test stage was conducted in 4 True/False questions, 3 short answer questions based on the audio about the Olympic Games for each learner, both experimental and control groups. They will be assessed with a total 30 score. The researcher explained what to do with these assessments to the students before performing the exam. According to the following requirements, students were evaluated.

Table 1

The criteria for assessing learners' listening skills through exercises in the Pre-test stage

Correct answers	Scores
7	w30
5-6	25
3-4	14
1-2	7
0	0

Post-test. After practicing in two weeks with two group learners' listening skills it was the time to check their developed final knowledge. The same questions and the audio with the same topic distributed to the participants. According to the following requirements, students were evaluated.

Table 2

The criteria for assessing learners' listening skills through exercises in the post-test stage

Correct answers	Scores
7	30
5-6	25
3-4	14
1-2	7
0	0

RESULTS

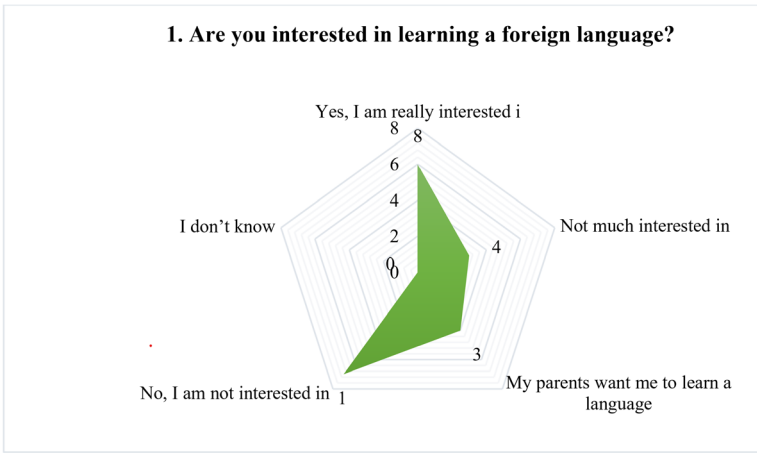
After the questionnaires, pre-test and post-test of the study participants were completed, the data analysis for this study was conducted. The collection and analysis of all the works took about a month. The students participated in all stages of the experiments. At the end of the testing process, their results were compared in order to increase the efficacy of the research.

Analysis of the questionnaire for students

A total of 16 students participated in this survey, which consisted of three questions. Diagrams and various figures will be used to present the overall results. We will be discussing the results of the questions here.

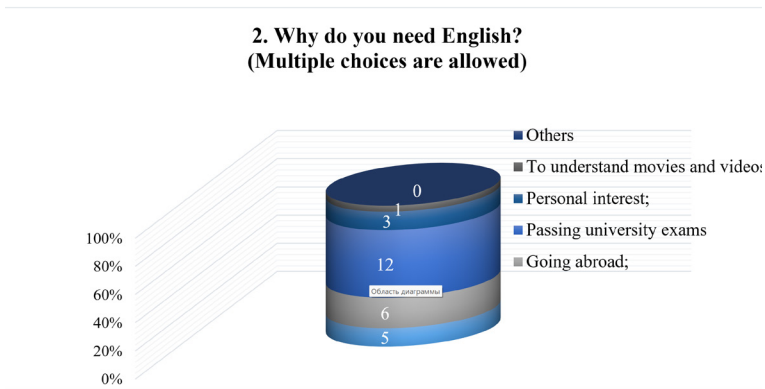
Figure 2

Levels of students' motivation to learn a foreign language



According to the figure, 8 students are interested in learning a foreign language while 4 of them are not much interested in. Besides, 3 students' parents want them to learn the language. But 1 of them answered they are not interested in to learn a language. No one chose 'I don't know' option.

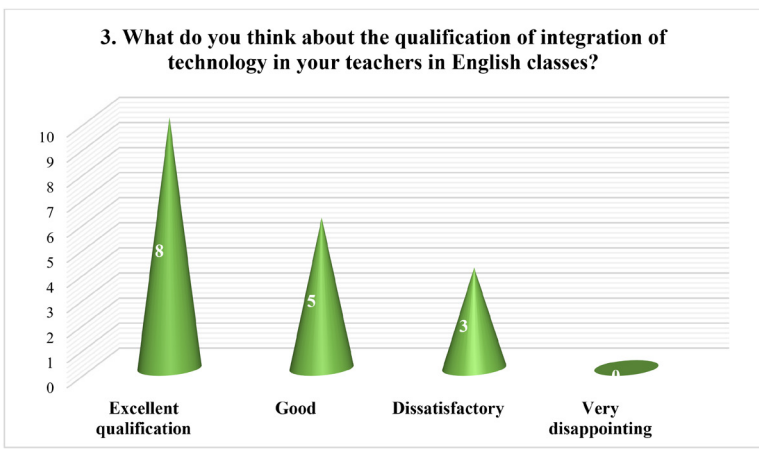
Figure 3



As it is clear from the figure № 3, learners need English language in different purposes. For instance, 6 students are learning English for going abroad while 5 students want to understand movies and videos. The most 12 students wanted to pass university exams whereas English is only personal interest for 3 of them.

Figure 4

Students' opinions on technology integration in English classes



The figure gives the information of students' opinion on their teachers' teaching qualification of integrating technology in classes. As a result, 8 students considered their teachers have excellent knowledge on that while for 5 of them their qualification is good. Dissatisfactory qualification option was chosen by 3 students. But no one chose very disappointing answer.

Analysis of the pre-test (experimental group)

The first step to check pupils' background knowledge was pre-test stage. There were 8 students in the experimental group.

With the help of the following formula the overall score of the group is identified:

$$\frac{7 + 7 + 14 + 0 + 14 + 7 + 0 + 7}{8} = 7$$

It is clear from the formula, the average score of the experimental group is 7 out of 30 from the pre-test stage.

Table 3

Frequency distribution of the Pre-test

Score value	Frequency
14	2
7	4
0	2

A glance at the figure presents the frequency distribution of score values of the experimental group. According to the results, the lowest score, 0, was gained by 2 students while the score 7 was gathered by 4 pupils. Again 2 learners took the score 14.

Analysis of the pre-test (control group)

It was the turn to take pre-tests from the control group 2022, half of the group students. The control group includes 8 students.

Through the following formula, the overall score is identified:

$$\frac{0 + 7 + 7 + 7 + 14 + 14 + 7 + 7}{8} = 7.9$$

As it is obvious from the formula, the average score of the control group is 7.9 out of 30 in the Pre-test stage.

Table 4

Frequency distribution of the Pre-test 2022 (control group)

Score value	Frequency
14	2
7	5
0	1

The figure illustrated the frequency distribution of score value of control group. The results show that the lowest score, 0, was gathered by one learner, the next 7 scores were taken by 5 students, and the highest score, 14, was gained by 2 students.

Analysis of the post-test (experimental group)

Finally, after 2 weeks of practicum, the researcher came to the end of the experimental process and took the post-test from both groups. In post-test stage, both group learners submitted post-test exam by doing the listening task in the same level with that of the test used in pre-test.

Through the following formula the overall score is identified:

$$\frac{14 + 14 + 25 + 7 + 25 + 14 + 7 + 14}{8} = 15$$

As it is clear from the formula, the average score of the experimental group from the post-test is 15 out of 30.

Table 5

Frequency distribution of the Post-test (experimental group)

Score value	Frequency
25	2
14	4
7	2

As the table illustrates, the score 25 was gathered by 2 pupils, while 4 students took the score 14. However, 2 pupils gained a score of 7.

Analysis of the post-test (control group)

Finally, the researcher came to the last step of the control group and took a post-test from them. Like the experimental group, the test was taken from the control group in listening skills based on listening activities.

Through the formula, the overall score is identified:

$$\frac{7 + 7 + 7 + 14 + 14 + 14 + 7 + 7}{8} = 11$$

As it is clear from the formula, the score 11 is the average score of the group.

Table 6

Frequency distribution of the Post-test (control group)

Score value	Frequency
7	5
14	3

Table 6 shows the frequency of distribution of the control group’s score value. According to the results, 5 pupils took the lowest score, 7, while 3 of them gathered 14.

Finally, the testing process ended with positive results of the experimental and control groups. The experimental group’s result was higher, with the help of teaching their listening skills through shadowing activities with integration of technology tools, in comparison with the control group, but their attitudes also rose towards improving their language skills, especially listening to the positive side.

DISCUSSION

The aim of the current study was to evaluate the effectiveness of the shadowing technique in enhancing the listening skills of intermediate-level learners in English. The results from both the experimental and control groups demonstrated that shadowing, when integrated with technological tools, significantly improved students’ listening abilities. This section discusses the key findings, the implications for language teaching, and the potential benefits for both learners and teachers.

The primary research question of this study sought to determine the impact of the shadowing technique on the listening abilities of intermediate learners. The results indicate a noticeable improvement in the experimental group, which engaged in shadowing activities using multimedia resources, compared to the control group, which was taught using traditional methods. This improvement is reflected in the higher average score in the post-test for the experimental group (15 out of 30) compared to the

control group (11 out of 30). This difference suggests that the shadowing technique, particularly when combined with modern technology, enhances students' ability to understand spoken English.

In the experimental group, students had to mimic the pronunciation, intonation, and rhythm of the speaker in real-time, which likely contributed to better retention of spoken language patterns. The combination of listening and immediate repetition helps learners engage more deeply with the material and process the information actively, leading to enhanced listening comprehension. This supports findings from previous research, which suggests that shadowing improves not only listening skills but also speaking fluency and pronunciation.

The comparison of pre-test and post-test results between the experimental and control groups further highlights the effectiveness of the shadowing technique. While both groups showed improvement in their listening scores, the experimental group outperformed the control group, demonstrating a more significant gain in listening comprehension. The control group, which used traditional methods such as reading subtitles and translating sentences, showed less progress, indicating that passive learning methods may not be as effective as more active techniques like shadowing.

Additionally, the experimental group's improvement was not only in test scores but also in their overall confidence and enthusiasm for learning the language. This indicates that the shadowing technique not only improves technical language skills but also boosts learners' psychological engagement with the learning process, leading to greater long-term language acquisition.

While the findings of this study are promising, there are several limitations that should be considered. The small sample size of 16 students limits the generalizability of the results. Future research with a larger and more diverse sample could provide a more robust understanding of the effectiveness of the shadowing technique. Additionally, the study focused on intermediate learners, so further research could explore the impact of shadowing on beginners or advanced learners to see if the technique has similar benefits across different proficiency levels.

Furthermore, future studies could investigate the long-term effects of shadowing on language learning. While this study demonstrated immediate improvements in listening skills, it is unclear whether these improvements are sustained over time. Longitudinal studies could provide more insight into the lasting impact of shadowing on language acquisition.

Listening is a crucial skill in language learning for several reasons, such as serving as a foundation for speaking and comprehension, helping to understand cultural context, becoming actively engaged in communication, improving vocabulary and pronunciation, facilitating reading and writing skills, boosting confidence in communication and supporting language retention. In this view, effective listening skills form the essential foundation for language learners to develop their overall language proficiency [Nakanishi et al., 2019; Yudhiantara & Saehu, 2017]. This skill can be defined in various ways. For example, listening involves more than just hearing sounds; it encompasses identifying, observing, and responding to the meanings

embedded in the spoken material [Monica et al., 2017; Widyaningrum, 2015]. As a complex skill, listening demands focused attention, concentration, mental engagement, intelligence, and the ability to process and apply ideas [Puspayanti et al., 2013; Putra et al., 2018]. Listening is a dynamic process that goes beyond passive hearing—it involves interpretation and comprehension of the conveyed message. The listening process consists of stages, including hearing, understanding, analyzing, evaluating, and ultimately internalizing and responding to the ideas or content presented by the speaker [Santosa & Andrean, 2021; Yuanta, 2017]. Successful listening requires an environment conducive to focus and calmness. In essence, listening is the skill of recognizing and understanding others' speech, and employing effective learning techniques can enhance students' listening abilities [Lubis, 2013; Vu & Shah, 2016].

The findings of this study suggest that the shadowing technique is an effective and valuable strategy for enhancing listening skills in foreign language learners. By actively engaging students in listening and speaking tasks and by incorporating technology, shadowing helps learners improve their listening comprehension while fostering positive attitudes toward language learning. Teachers can utilize this technique to create a more dynamic and engaging learning environment, ultimately improving students' language proficiency.

The effect of the shadowing technique on listening has been explored and proven to be efficient by numerous researchers. One such technique that has proven beneficial for learning English is shadowing. Shadowing involves listening to and repeating sounds as they are heard through headphones [Omar & Umehara, 2012; Wardhana, 2018]. This method serves as a listening exercise and also enhances pronunciation. In shadowing, learners strive to immediately repeat the sounds they hear, without pause, mimicking the speaker as closely as possible [Chiu et al., 2020; Wardhana, 2018]. This technique, which demands active cognitive engagement, requires learners to carefully listen, repeat words clearly, and understand the spoken content, making it a valuable tool for improving listening skills. The study's results support the integration of shadowing into modern language teaching methodologies and highlight the importance of combining active learning with technological tools to enhance the language learning experience.

CONCLUSION

This article examined the effectiveness of the shadowing technique, particularly in relation to stress patterns, as a method for teaching listening to EFL learners. It presented a small-scale study involving an explorer and students, who worked for around a month. The shadowing technique is considered a powerful tool for teaching both listening and speaking, as it allows learners to first listen and then replicate the speech while referring to the text. This method helps integrate both listening and speaking skills, as participants are required to vocalize what they hear. In the study, participants initially completed a test before shadowing practice with the audio without text and then with text on subsequent attempts. The results showed that participants improved their ability to produce correct stress patterns, likely due to the activation

of prior knowledge, which enhances long-term memory. The study also revealed that shadowing with or without text positively influenced the quality of their listening performance.

In conclusion, through the information explored and the results of the experiment, shadowing proves to be a powerful and effective technique in enhancing the listening skills of foreign language learners. By actively mimicking native speakers, learners not only improve their ability to understand spoken language but also gain better pronunciation, intonation, and rhythm. Shadowing fosters a deeper connection with the natural flow of speech, enabling learners to internalize the nuances of the language. Whether used as a supplementary tool or integrated into a broader language learning strategy, shadowing can significantly boost listening comprehension and help learners achieve greater fluency. As with any language learning method, consistency and practice are key factors to maximize its benefits, making shadowing an invaluable resource for those striving to master a foreign language.

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