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DEDICATION

There is no dream too big and no dreamer too small.

I give thanks to God for His infinite love, guidance, and strength. In my darkest moments, He filled my heart with peace and gave me the wisdom to overcome every challenge. Behind this accomplishment are many sleepless nights, long days, and sacrifices that shaped this journey. This thesis is lovingly dedicated to my family, my refuge and greatest motivation. Your unconditional love gave me the strength to keep going when everything felt overwhelming.

S and A, my moonbeams, you are the ones who inspire me to be better every day and never give up. To my partner in life, thank you for being my biggest support and for walking beside me every step of the way. To my mom, who guided me, supported me, and taught me to dream without limits, there will never be enough words to thank you or repay everything you have given me. And to my beloved father, who rests in heaven and watches over me from above, your love and presence remain with me in every step I take.

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ABSTRACT

This research project aimed to improve the listening comprehension skills of eighth-grade students at 28 de Abril School through the use of shadowing techniques. Listening comprehension is important in acquiring English as a foreign language, but limited practice in class makes it difficult for students to understand spoken English. To address this issue, a mixed-methods approach was used, collecting data through surveys from both eighth-grade students and English teachers at 28 de Abril School. The data collected showed that listening comprehension presents a challenge for this group of students. Furthermore, it was identified that shadowing techniques are unfamiliar to them because they have been used little or not at all. However, the idea of implementing them to reinforce listening comprehension practice was well received due to their dynamic nature. In response to the results, a teaching guide was created containing lessons that implement the techniques, which were adapted according to the students' level. In addition, it provides teachers with guidelines for effective implementation in order to improve listening skills and support the teaching of English as a foreign language.

Keywords: Shadowing techniques, Listening comprehension, English as a Foreign Language (EFL), eighth-grade students, didactic guide.

RESUMEN

Este proyecto de investigación tenía como objetivo mejorar las habilidades de comprensión auditiva de los alumnos de octavo grado de la escuela 28 de Abril mediante el uso de técnicas de shadowing. La comprensión auditiva es importante en la adquisición del inglés como lengua extranjera, pero la práctica limitada en clase dificulta que los alumnos comprendan el inglés hablado. Para abordar esta cuestión, se utilizó un enfoque de métodos mixtos, recopilando datos a través de encuestas tanto a alumnos de octavo grado como a profesores de inglés de la escuela 28 de Abril. Los datos recolectados mostraron que la comprensión auditiva representa un desafío para este grupo de estudiantes. Además, se identificó que las técnicas del shadowing les resultan ajenas porque han sido poco o casi nada utilizadas. Sin embargo, la idea de implementarlas para reforzar la práctica de la comprensión auditiva fue bien recibida por su dinamismo. En respuesta a los resultados, se crea una guía didáctica que contiene lecciones que implementan las técnicas, las cuales fueron adaptadas según el nivel de los estudiantes. Además, proporciona a los profesores directrices para una implementación eficaz con el fin de mejorar las habilidades auditivas y apoyar la enseñanza del inglés como lengua extranjera.

Palabras clave: Técnicas de shadowing, Comprensión auditiva, Inglés como Lengua Extranjera (EFL), estudiantes de octavo grado, guía didáctica

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INTRODUCTION

According to Rao, P.S. (2019), "English is the most widely spoken and the most widely used language in almost all the major fields around the world" (p.1). In education, English provides learners with access to a broader world of knowledge and opportunities (Vani & Naik, 2023). This leads students to use various learning materials and online platforms, most of which are in English (Rao, 2019). At the same time, learning English boosts mental growth and language skills, which improves reasoning, creativity, and retention (Gonta, 2023). Therefore, learning a new language such as English enhances academic and cognitive growth.

Learning a language requires developing four basic skills: reading, writing, listening, and speaking. These help people say what they think, share ideas, and express emotions clearly (Indeed, 2025). They need to be perfected to achieve fluency and effective interaction. For this reason, they must all be developed at the same time. Nevertheless, the ability to listen is underrated despite being crucial to successful language learning. Hence, listening failures limit students' ability to interpret speech correctly, leading to communication errors (Thompson, 2024). Improving listening skills strengthens learners' communicative competence in English.

Due to the importance of listening comprehension skills, this work examines shadowing techniques as an alternative for improving the listening skills of students learning English as a foreign language. Shadowing is a technique that requires students to listen to spoken language and repeat it immediately. Furthermore, this technique enables the recognition of individual sounds and words, thereby redirecting cognitive attention to the meaning of speech. Similarly, by listening repeatedly and quickly repeating what they hear, learners enhance their ability to understand and process spoken English more effectively (Fidel, 2022).

Research context

According to Thompson (2024), "while speaking, reading, and writing are often emphasized, listening is a critical component that underpins the ability to understand and use the language effectively" (para. 1). Furthermore, Zambrano Mero et al. (2024) point out that problems in developing auditory comprehension are due to the lack of interaction with English. This affects their academic performance in the short and long term due to the immersion required for second language acquisition. Picazo (2021) explains that, in Ecuador, most English teachers focus on grammar and other related skills, which is why school students' listening comprehension problems are noticeable during practice. Therefore, this study aims to improve the listening comprehension skills of eighth-grade students at the 28 de Abril school through shadowing techniques.

Research problem

Currently, where globalization and rapid advances are transforming communication, English has become an essential tool for interaction between countries with diverse languages and

cultures. López (2025) states, "English is the most spoken language on earth by total number of speakers (1.5 billion), thanks to its global influence in business, media, and education" (p.1). This reflects its popularity even in countries lacking official recognition. Likewise, educational and workplace pressures elevate the importance of second language acquisition, notably English, amid ongoing increases in demand (Soledispa-Morán & Saona-Villamar, 2023). Consequently, some countries include English as a compulsory foreign language in their education systems.

According to Michell (2023), Chile, Costa Rica, Mexico, and Panama are among the Latin American countries where English is mandatory by law at education levels. Likewise, other countries such as Argentina, Colombia, Ecuador, Peru, and Uruguay incorporate English into their educational curriculum. However, the same author emphasizes that despite these efforts, only a few of these have achieved an intermediate proficiency level in English. Furthermore, the latest English Language Proficiency Index (EF EPI, 2025) reports that Panama, Colombia, Brazil, Ecuador, and Mexico have a low level of English proficiency, with scores lower than 500, below the standards of the Common European Framework of Reference for Languages (CEFR). Conversely, Argentina, with 575 points, and Honduras, with 553 points, have achieved a high level of English proficiency (EF EPI, 2025). This outcome can be attributed to the fact that Spanish is the dominant language, and the social and cultural context does not create a strong need for development.

As stated by the EF EPI (2025), Ecuador ranks 83rd with 466 points out of 123 countries worldwide and 18th out of 20 in Latin America. At a general level, the city of Quito is the only one that reaches a moderate level, followed by Cuenca, Ambato, and Guayaquil with a low level. Determining the reasons behind these results is complex. However, some possible causes can be identified and analyzed. First, the limited hours dedicated to teaching English, particularly in public schools. Sempértegui (2022) notes that in public schools, language instruction is restricted to a maximum of three hours. As a result, students are unable to become fully familiar with the language. In addition, the methodology employed is mainly focused on grammar, which limits the development of other skills due to insufficient practice. In addition, the lack of complementary materials further hinders the effectiveness of the classes, making them less engaging. Consequently, students do not feel motivated to learn the language.

The province of Imbabura ranks seventh nationally with a score of 420 points, placing it among the regions with a very low level of English proficiency (EF EPI, 2025). This data is alarming and underscores the urgent need for action. Since most of the information is transmitted verbally, making auditory comprehension is fundamental for effective communication in any language and a valuable life skill (Yurko & Styfanyshyn, 2020). Research conducted at 28 de Abril School with 8th-grade students revealed that listening comprehension is one of the most challenging aspects of learning English. The researcher observed that listening skills are the least reinforced since teachers prioritize other skills. Consequently, students pay more attention to those

areas and neglect listening. Additionally, knowing few words and having limited contact with the language outside the classroom increases the problem. Therefore, when doing listening comprehension exercises, they find it difficult to understand the audio, which leads to frustration and loss of interest.

Listening is a key part of learning English. It links directly to skills like reading, writing, and talking (Abreus González et al., 2020). The development of listening comprehension is vital for enhancing other skills. Thus, using effective and engaging techniques is crucial to reinforcing this ability. In this regard, the shadowing techniques emerge as a possible solution to address the problem of aural understanding.

Research problem statement

- What shadowing techniques are most effective in improving listening comprehension in eighth-grade students?
- How can shadowing techniques help improve the listening comprehension skills of eighth-grade students?

Justification

This research focuses on shadowing techniques to improve listening comprehension in eighth-grade students at 28 de Abril School. It is essential for its academic value as well as for its potential to enhance the listening skills of EFL students. According to Andrade et al. (2023), the acquisition of a foreign language requires the development of various linguistic competencies. Windsor (2024) mentions that auditory understanding is a fundamental part of learning, so it must be reinforced. Shadowing is an effective technique for students to actively process spoken language and reinforce their listening skills.

In addition, this work benefits eighth-grade students at Escuela 28 de Abril with an innovative proposal that focuses on improving listening comprehension with a different alternative that allows active interaction with the English language. Similarly, teachers have access to this support material that provides information on the use and benefits of shadowing in teaching. Therefore, this contribution adds to the continuous development of teaching through practice, thus setting a precedent for future research in the field of listening comprehension. This makes it a significant contribution to both the institution and the academic community. Consequently, it emphasizes the relevance of shadowing techniques in teaching English as a foreign language and opens new opportunities for improving English language teaching.

Objectives

General Objective

- To propose the use of shadowing techniques to improve listening comprehension in eighth-grade students at 28 de Abril School

Specific Objectives

- To analyze the learning strategies applied by the teacher to improve listening comprehension in eighth-grade students.
- To describe the data collected about the methodologies used by the teacher for listening comprehension in eighth-grade students.
- To design a didactic guide with activities based on Shadowing Techniques to Improve Listening Comprehension?

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Learning Theories

Saunders and Wong (2020) state that "learning theories describe the conditions and processes through which learning occurs, providing teachers with models for developing instructional sessions that lead to improved learning" (para. 40). Furthermore, Feder (2024) defines learning theories as the ways in which people perceive, process, and retain information, providing essential insights into knowledge acquisition and cognitive development. Additionally, these theories explore how individuals integrate new information while identifying factors that make learning easier or tougher (Saunders & Wong, 2020). As technology and education have shifted, the theories have evolved gradually. In language teaching, they underpin teaching approaches and make teaching practice meaningful. Likewise, they guide teachers to integrate effective strategies. Consequently, constructivism and connectivism are indispensable for developing language skills such as listening comprehension through the use of techniques. Therefore, these theories serve a fundamental role in this study. To grasp their importance in language learning, it is essential to first define constructivism and connectivism.

1.1.1 Constructivist

Western Governors University (2020) describes constructivism as a fundamental theory that aids teachers in student learning. It emphasizes how individuals construct knowledge themselves, based on their personal learning experiences. Furthermore, each learner's experience is shaped by his or her unique background and social environment. In this sense, social and environmental factors make language learning a collaborative and adaptive process (Szabó & Csépes, 2022). Consequently, the interaction among prior knowledge, social interactions, and environmental influences enables the development of language acquisition.

1.1.2 Connectivism

Siemens (2005) explains connectivism as the integration of principles from chaos, network, complexity, and self-organization theories. Furthermore, Siemens (2008, cited in Dunaway, 2011) explains how online and virtual spaces support learning through idea-sharing, knowledge exchange, and points of view in networked communities. It accepts that information evolves quickly in a digital era. Young (2024) notes that currently, AI helps by producing content to support learning. Similarly, databases and search engines further provide broad access to materials like blogs, articles, books, journals, videos, and podcasts, which are different sources to build knowledge (Kropf, 2013). Connectivism in English instruction incorporates technology into learning and allows for continuous updating of knowledge.

1.2 Approaches and Methods in Language Teaching

1.2.1. Approach

Jain (2023) explains an approach as a general way to address issues or contexts and achieve objectives, staying conceptual rather than practical, unlike methods. Therefore, an approach refers to the theory behind teaching and learning, focusing on the nature of language and how it can be effectively taught and acquired. In fact, some approaches continue to be used in education today to develop effective teaching strategies and enhance students' learning experiences. Richards and Rodgers mention several approaches, some of which can be seen below in **Table 1**, along with their descriptions and key benefits.

Table 1
Approaches in Language Teaching

Approach	Description	Key benefits
Oral situational approach	Correct pronunciation and grammar are viewed as critical, and mistakes must be avoided. Fundamental control over basic structures and sentence patterns is indispensable for reading and writing skills, and this is accomplished through speech practice.	<ul style="list-style-type: none">- Context-based learning- Emphasis on spoken language- Grammar taught inductively- Real-life situations used
Natural approach	The Natural Approach underscores input and exposure rather than practice. It promotes optimal emotional conditions for learning, and it features prolonged listening to learner input before speaking begins. Likewise, it readily employs written and other resources to deliver comprehensible language.	<ul style="list-style-type: none">- Focus on communication- Stress-free learning environment- Vocabulary over grammar- Comprehensible input
The lexical approach	Lexicon is essential to language use, structure, and second language acquisition, especially when it comes to multiword	<ul style="list-style-type: none">- Emphasis on word chunks- Faster fluency development- Less focus on grammar rules- Real-life language use

lexical units or "chunks" that are learned and utilized as single items.

Whole language approach	It emphasizes learning to read and write naturally, with a focus on real communication and reading and writing for pleasure.	<ul style="list-style-type: none"> - Fosters Meaningful Learning - Promotes Critical Thinking and Comprehension - Encourages Creativity - Supports Holistic Language Development
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Note: Adapted from Approaches and Methods in Language Teaching (Richards, J. C., & Rodgers, T. S., 2014).

1.2.2. Method

Conversely, Jain (2023) defines a method as a collection of techniques or procedures employed to put an approach into practice. This refers to the steps or actions implemented to attain an objective. In other words, it involves techniques and strategies that enable effective teaching. In addition, due to the variety of methods available, they should be used depending on the learning objectives, students' needs, and the content to be taught. (See **Table 2**)

Table 2

Methods in Language Teaching

Method	Description	Key benefits
Grammar-translation	Grammar is taught deductively, that is, by first explaining the rules and then practicing them through translation exercises.	<ul style="list-style-type: none"> - Strong reading skills - Clear grammar explanations - Translation practice
Direct method	Instead of focusing on grammar explanations, this method encourages students to speak the foreign language freely in class.	<ul style="list-style-type: none"> - No translation - Full immersion - Oral skills prioritized
Audio-lingual method,	ALM focuses on creating good language habits by repeating and drilling. In addition, the teaching of listening comprehension, pronunciation,	<ul style="list-style-type: none"> - Habit formation - Drilling for accuracy - Mimicry and repetition

grammar, and vocabulary is related to the development of oral fluency.

Total physical response	The TPR method focuses on integrating speech with movement in language teaching. Its goal is to facilitate language learning through bodily (motor) engagement.	<ul style="list-style-type: none"> - Kinesthetic learning - Stress-free learning - Great for beginners - Improves listening skills
Silent way	It is based on the principle that the teacher should stay silent during lessons, while students are encouraged to interact and express themselves as much as possible.	<ul style="list-style-type: none"> - Learner autonomy - Minimal teacher talk - Focus on pronunciation - Use of color-coded charts
Communicative language teaching	In the Communicative Approach, language instruction begins with the concept of language as a tool for communication, and it seeks to develop communicative competence.	<ul style="list-style-type: none"> - Language is acquired through communication - Classroom activities should focus on authentic and meaningful communication. - Fluency is as important as accuracy. - Communication integrates multiple language skills

Note: Own elaboration. Adapted from "Approaches and Methods in Language Teaching" by Richards, J. C., & Rodgers, T. S. (2014).

Language teaching requires the use of approaches and methods that help guide practice. Therefore, approaches address broad principles. For instance, the oral situational approach emphasizes accuracy and learning through speech. On the contrary, the natural approach focuses on real communication through exposure, while the lexical approach centers on language fragments. Similarly, the comprehensive language approach merges reading and writing.

On the other hand, methods serve as concrete teaching practices in language instruction. Grammar-translation, for example, promotes grammatical rules alongside translation exercises, whereas the Direct Method requires complete immersion in the target language to foster acquisition. The Audio-Lingual Method builds habits through repetitive drills, and Total Physical

Response (TPR) integrates physical actions to reinforce comprehension. The Silent Way, meanwhile, prioritizes learner independence, while Communicative Language Teaching (CLT) cultivates skills via authentic, real-world interactions. Approaches and methods serve different objectives in English language teaching.

1.3 Definition and Origin of Shadowing

Shemesh (2022) states that "shadowing, or echoing, is an imitation technique where one is imitating another speaker, or certain aspects or elements of someone else's speech" (para.1). Lambert (1992, cited in Hamada, 2018) defines shadowing as a paced exercise in which heard words are repeated immediately, parrot-style, using headphones. Nonetheless, Tamai (1997, cited in Hamada, 2014) presents it as an active, cognitively demanding activity in which learners track incoming speech and vocalize it as clearly as possible while simultaneously continuing to listen. All these authors agree that shadowing involves repetition. Nevertheless, Tamai's view differs from Lambert's and Shemesh's, as he sees shadowing as an active cognitive process rather than just a mechanical parroting task.

Gáleas et al. (2023) mention that the shadowing technique originates from Cherry's 1953 research on speech recognition. His experiment involved exposing participants to two different audio samples and instructing them to verbally reproduce them aloud. Later, this was incorporated into interpreter training programs to enhance oral and aural ability (p. 3). Hamada (2018) explains that since the 1990s, shadowing has been used in EFL as a listening exercise that helps learners improve listening comprehension.

1.3.1 Types of shadowing

Hamada and Suzuki (2024) indicate that there are eleven types of shadowing that are relevant for improving listening comprehension due to their characteristics. (See **Table 3**)

Table 3
Types of Shadowing

Types of shadowing	Description	Authors
Standard or complete shadowing	Learners repeat everything the speaker says, prioritizing phoneme perception and keeping pace with fast speech.	Murphey, 2001
Mumbling	A softer form of shadowing with low volume and less mouth movement, often used in the initial stage before full shadowing practice.	Kadota & Tamai, 2004

Text-presented shadowing	Learners shadow with the help of a written script (also called parallel or synchronized reading), which aids comprehension and processing.	Kuramoto et al., 2007
Pre-shadowing	Shadowing is done before studying the content. Suitable when the material is easy to understand.	Hamada, 2014
Post-shadowing	Shadowing after studying the text (e.g., vocabulary, meaning). Recommended for difficult materials.	Hamada, 2014
Self-monitoring shadowing	Learners check and analyze their own recorded shadowing performance offline. Research suggests that this is highly effective.	Nakayama & Suzuki, 2012
Pair-monitoring shadowing	A partner checks the shadower's performance during the activity, encouraging collaborative learning.	Hamada, 2015
Content shadowing	Learners shadow while focusing on meaning and comprehension, involving both high-level (semantic) and low-level (phonological/lexical) processing.	Kadota & Tamai, 2004
Conversational shadowing	Pair-based shadowing, where one learner repeats input from a conversation partner. Includes complete, selective, and interactive shadowing.	Murphy, 2001
Phrase shadowing	Learners shadow short phrases with a slight delay, reducing memory load and aiding comprehension.	Miyake, 2009
Shadow-reading	Integrates shadowing with reading and summarizing in pairs. Steps: (1) complete shadowing, (2) selective shadowing, (3) summarizing the text.	De Guerrero & Commander, 2013

Note: Own elaboration. Adapted from Hamada and Suzuki (2022).

1.4 Benefits of Shadowing Techniques for Language Learners

Shadowing enhances listening and speaking skills by improving auditory processing, rhythm, and pronunciation (Lewis, 2025). In addition, this technique promotes language acquisition and offers the following benefits:

1.4.1 Improved auditory processing

Shadowing is a process in which learners perceive, identify, and vocalize incoming sounds. Moreover, it enhances bottom-up processing by improving the perception of phonological

information. Additionally, phoneme perception plays a crucial role in word recognition, so strengthening this ability allows learners to process sounds more effectively. Furthermore, this improvement leads to better auditory comprehension (Hamada, 2018). Therefore, shadowing can significantly enhance listening comprehension when employed in language learning.

1.4.2 Speech rhythm and pronunciation

The way words are pronounced, including their rhythm and intonation, plays a crucial role in communication, as it can lead to misinterpretation by the listener when the speaker mispronounces words due to unfamiliar phonological patterns (Win, 2020, p. 2). In this regard, Kadota (2007, cited in Win, 2020) asserts that shadowing enhances learners' ability to perceive speech, expands their working memory capacity, and reinforces the rehearsal process. Furthermore, proper pronunciation is crucial for accurate communication. This process begins with auditory perception, allowing learners to replicate what they hear. Consequently, it benefits both speech rhythm and pronunciation, enhancing communication skills.

1.5 The Role of Technology in Shadowing

Technological advances have transformed language learning, greatly improving listening comprehension skills. In the past, developing this skill was challenging due to limited real-time exposure to the language. Currently, several digital platforms or tools offer this facility by providing a variety of resources to improve auditory processing and speech production (Aashika & Batta, 2024). Moreover, when shadowing techniques are integrated with technology, it becomes even more dynamic and engaging for the learner. Thus, digital innovations turn shadowing from a simple repetition exercise into an adaptive strategy that fosters autonomy and the development of key skills in English language learning. In this context, audio and video platforms, gamification elements, and mobile applications serve as essential digital resources.

1.5.1 Audio and video platforms

Gjinali and Piri (2023) emphasize that audiovisual materials play a crucial role in developing listening skills, since they facilitate more natural and rapid language acquisition by providing access to authentic spoken discourse. For instance, YouTube, one of the most widely used streaming services, exposes learners to varied accents, speech rates, and engaging real-world topics essential for improving listening comprehension. In addition, a video as a medium allows learners to process visual input along with auditory content, thereby enhancing comprehension (Richards & Gordon, 2004, as cited in Erarslan & Asmali, 2021). Consequently, shadowing benefits from this integration, as it establishes a connection between what is heard, repeated, and observed, which indirectly strengthens listening skills.

1.5.2 Gamification elements

According to Almufareh (2020), in second language learning and skill development, gamification refers to the dynamic integration of game elements in non-game contexts to enhance language acquisition. Further, some research has shown that gamification improves learners' experiences, motivation, and engagement. In this regard, Duolingo explicitly integrates gamification into its platform. Chasse (2021) states, "at Duolingo, we rely on gamification to help our users develop long-term learning habits and have fun while learning" (p. 1). As a result, these types of apps create interactive and immersive experiences, which allow learners to apply techniques such as shadowing to reinforce aural skills and improve language fluency.

1.5.3 Mobile applications

Although mobile phones may not be as fast as computers, they offer greater accessibility to language learning applications, allowing learners to practice anytime and anywhere (Schulz, 2024). Moreover, they provide a personalized and flexible learning experience, enabling users to study at their own pace, regardless of location (Miangah & Nezarat, 2012). Additionally, adaptive learning technologies adjust exercises to individual proficiency levels, ensuring more effective listening practice. For instance, FluentU offers short films for listening and speaking practice, making it a valuable tool for incorporating shadowing techniques to enhance comprehension and fluency (Foster, 2025). Therefore, the integration of mobile technology in language learning promotes more engaging and effective listening practice.

1.6 Insights from Previous Research on Shadowing

1.6.1 Case studies: Evidence of success in educational contexts

Shadowing is a technique that has a significant impact on improving listening skills. Studies conducted at a Japanese national university and a secondary school in Indonesia confirm this. Using shadowing before or after new topics consolidates learning as it is an active technique. In 2014, Hamada conducted an experimental study with 56 first-year university students, who were divided into two groups. The first group practiced shadowing immediately before and after, while the second group started after and only did it before. As a result, the first group improved their listening skills to 0.84, while the second only reached 0.53. In 2017, Fatimah obtained similar results with 64 high school students, where it was decided to apply the technique in addition to support materials. The results showed an increase of 0.172 in listening comprehension, as they started at 0.504 and then reached 0.676. Likewise, the researcher noted that at first the students had difficulties with shadowing, but then they quickly adapted and showed improvements in areas such as concentration, pronunciation, and comprehension.

Current studies in college settings affirm shadowing's impact. Lestari's (2020) two-cycle approach with 35 undergraduates improved listening from 58.43 to 79.45 and student involvement.

A similar pattern emerged in Latifah and Suryaman (2022), where 27 eleventh graders advanced from 73.2 to 77.0 averages, reaching 78% above the baseline. The authors agreed that this is because the shadowing technique can fully capture students' attention. These case studies confirm that shadowing is an effective technique to teach, and it is a practical tool for enhancing listening skills across various educational contexts.

1.6.2 Success stories: Enhanced listening skills in learners

Beyond its measurable success in structured studies, shadowing has also been recognized for its psychological and motivational impact on language learners. Hamada (2015) examined the relationship between psychological factors and shadowing outcomes, emphasizing how learners' self-confidence and motivation influence their ability to improve listening comprehension. Villanueva and Gimena (2022) carried out a study that evaluated the effect of the shadowing technique on listening and speaking skills in 72 participants divided into a control group (37) and an experimental group (35). One with the shadowing technique and the other without. The group that used shadowing improved their listening skills from 59.29% to 71.4% and improved their speaking. The group without shadowing showed no significant changes. Students with shadowing said that this technique helped them improve. The latest research underpins that motivation and monitoring are important to using tracking in classrooms.

Shadowing is an effective technique for engaging students who struggle with listening comprehension. Lestari (2020) mentions that students became more involved and motivated in listening tasks when they practiced shadowing. Junipisa and Aristana (2021) researched 17 students who had difficulty learning English from inadequate teaching methods. Using shadowing with planning, action, observation, and reflection cycles, students improved their scores, and the number of students passing exams increased. Receptive understanding skills improved, and classes became more enjoyable. This indicates that shadowing is a good technique to enhance listening and motivation for EFL learners. These results show the positive impact that echoing has on strengthening aural skills and teaching English.

1.7 English as a Foreign Language (EFL)

According to the International Language Centre (2024), English has become a global language that connects people across cultures, playing a key role in education, science, technology, and diplomacy. Additionally, English serves as a tool for exchanging ideas and information. In this context, learning English in a non-English-speaking country provides access to diverse resources and enhances both professional and personal growth for those who adopt it as a second language. Bay Atlantic University (2024) states that "EFL stands for teaching English as a foreign language in a country where English is not the primary language" (p. 1). In Ecuador, English proficiency has become increasingly relevant, as it enhances both academic and professional opportunities.

1.8 CEFR standards (CAN DO) A1-A2 and the Ecuadorian Curriculum

The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2025) provides standardized guidelines for learning, teaching, and assessing English proficiency worldwide, ensuring consistency in language education. Within the CEFR, "Can Do" defines students' abilities at different levels, guiding the development of competencies. According to the Ecuadorian curriculum, students must reach level A1 in ninth grade and level A2 during their first year of high school (Ministry of Education, 2016). Since this study centers on "Can Do" descriptors, it focuses on fundamental communicative competencies for beginners. (See **Table 4**)

Table 4

Standards CEFR Can Do

CEFR Level	Can-Do Description
A2	Understands everyday expressions and short sentences about most relevant topics (personal information, family, shopping, local geography, jobs). Manages routine exchanges requiring straightforward facts on familiar matters. Explains simply the aspects of their background, immediate environment, and current needs.
A1	Recognizes and employs familiar everyday phrases and basic expressions for specific needs. Introduces self and others, handles questions about residence, acquaintances, and possessions. Interacts simply if the interlocutor speaks clearly and patiently.

Note: Own elaboration. Adapted from Council of Europe, 2025.

1.9 Skills in Language Learning

Language skills are essential for effective communication in both professional and social settings. In this sense, the development of linguistic comprehension skills enables individuals to transmit to access the internal states of consciousness of those around them, making language a unique and essential human function (Congo et al., 2023). According to Simon and Simon (2023), "there are four fundamental language skills: listening, speaking, reading, and writing, which enable individuals to express and understand ideas, thoughts, and emotions" (para. 4). In addition, UCLES (2018) explains that reading and listening are receptive skills since they focus on receiving information. Likewise, speaking and writing are productive skills because they require producing

vocabulary, expressions, sentences, and paragraphs. Therefore, mastering all four skills is crucial for improving language proficiency and communication.

1.9.1 Listening as a receptive skill

Aguilera (2012) states that listening is a receptive skill, in which individuals interpret language rather than produce it. Comprehension relies on context, prior knowledge, and experience, which are fundamental. In this regard, listening involves various aspects of spoken language, such as recognizing different dialects, rhythms, and accents. Therefore, the development of listening skills requires the use of effective strategies to interpret diverse forms of spoken language and enhance communicative comprehension.

1.10 Understanding Listening Comprehension in Education

Understanding listening comprehension is indispensable for success in education across all contexts. Windsor (2024) points out that listening comprehension is a fundamental component of learning because it enables the interpretation of spoken information. Strengthening this skill contributes to the development of other language skills. This statement emphasizes the importance of auditory comprehension as a fundamental aspect of learning. Likewise, it goes beyond simply perceiving sounds and requires actively processing and interpreting information to achieve a deeper understanding.

1.10.1 Definition and components of listening comprehension

According to Nazarieh et al. (2022), listening comprehension is an active process that allows new knowledge to be constructed from cognition and previously verbal information. This supports the idea that listening is not a passive act but rather involves mental effort to make sense of what is heard. Similarly, Rippel (2022) explains that this skill goes beyond more than just hearing sounds. It implies being able to catch the significance of words and relate them to one's own thoughts or experiences. Additionally, Nadig (2013) underpins that listening comprehension involves recognizing speech sounds, understanding words and sentence structure, interpreting prosody, making contextual inferences, and tracking discourse relationships through memory.

In this context, listening comprehension involves multiple processes, enabling individuals to accurately interpret verbal information while recognizing words and their meanings within a discourse or conversation.

Additionally, Windsor (2024) presents the five key components of listening comprehension (see **Table 5**):

Table 5*Components of auditory comprehension*

Component	Description
Receiving	This initial stage involves physically hearing sound waves and processing them through our auditory system.
Attending	Focusing on specific sounds or speech we want to understand, filtering out background noise.
Understanding	Interpreting the meaning behind the words and sentences we hear.
Responding	Providing feedback or reacting to the information received, either verbally or non-verbally.
Remembering	Storing the information in our memory for future use or reference.

Note: Taken from "The Impact of Listening Comprehension on Learning" by K. Windsor, 2024.

Each element of listening comprehension progresses consecutively, facilitating the next phase and leading to solid retention of information. This process begins with the reception of sounds, their interpretation, and the retention of information for future use.

1.10.2 The role of cognitive processes in listening comprehension

UNIVERSITAT Carlemany (2025) states that "a cognitive process is one that allows us to process the information that comes to us through the senses" (para. 2). Vandergrift et al. (2006, cited in Nazarieh et al., 2022) describe listening comprehension as an active and complex process that involves distinguishing sounds, understanding vocabulary and grammar, interpreting accent and intonation, retaining information, and analyzing it within a sociocultural context. In listening comprehension, cognitive processes help to identify sounds, detect patterns, and derive meaning from spoken language. These processes facilitate the acquisition of new knowledge.

1.10.3 Importance of listening comprehension in language learning

Listening is one of the first skills humans develop and forms the foundation for acquiring and developing any language. According to Nguyen (2023), listening accounts for approximately 40-50% of communication time, showing its importance in language learning. Palacios Martínez et al. (2019) state that listening comprehension is "the ability to understand what people say at a normal speed involves comprehending elements such as accent, pronunciation, grammar, vocabulary, and the intended meaning of the message" (p. 1). This explains the importance of auditory comprehension in language learning because it allows learners to process and understand language in any context.

1.10.4 Listening comprehension in EFL contexts

Hien (2015, as cited in Machado, et al., 2023) stated that "listening as foreign language learning is crucial since it presents the language input" (p. 4). Listening comprehension is still one of the most devalued abilities in learning English as a foreign language (EFL), despite its significance. Since it is classified as a receptive rather than a productive skill, it often receives less instructional focus. As a result, schools tend to prioritize grammar, reading, writing, and vocabulary, leading to significant difficulties in auditory understanding among EFL students. Furthermore, research shows EFL learners struggle with listening comprehension due to the characteristics of the text, the task, the speaker, and the listener. Fast speech and unfamiliar words are the main causes of confusion for students (Namaziandost, 2019). These deficiencies in listening comprehension make it difficult for students to process information and develop other skills.

1.11 Didactic Strategies to Enhance Listening Comprehension

Appropriate teaching techniques support students' successful listening comprehension. Pre-listening, while-listening, and post-listening activities are the stages into which these tactics are divided. Additionally, incorporating technology further enhances the learning process.

1.11.1 Pre-listening activities

Pre-listening activities help students familiarize themselves with the task before engaging in it by providing a general overview, setting expectations, and offering guidance for comprehension. According to Surkamp and Viebrock (2018), several strategies can activate prior knowledge, such as predicting content based on the title, images, or posters, which helps students visualize possible scenarios. In addition, reviewing key vocabulary and related expressions facilitates understanding by reducing cognitive load. Likewise, researching background information is valuable for listening tasks and for other learning activities.

1.11.2 While-listening techniques

The same author emphasizes that in this phase, students engage in activities tailored to improve listening comprehension. For example, note-taking helps identify key arguments or events. Similarly, stressing important points while integrating personal insights or prior understanding allows learners to focus on essential details. Additionally, following a map based on spoken instructions enhances information processing by providing structure and reinforcing knowledge. Together, these strategies strengthen students' ability to grasp and retain what they hear (Surdkamp & Viebrock, 2018).

1.11.3 Post-listening reflection

Once the activity is finished, this stage becomes fundamental, as it allows the topic to be broadened and discussed. In addition, any doubts are clarified, and key points are summarized. Furthermore, students often connect what they have heard to their emotions and personal

experiences, enabling them to develop interpretive and critical listening skills as well as reflective thinking. Moreover, post-listening reflection aids teachers in students' comprehension levels effectively by the end of the class (Movva et al., 2022). As a result, students can apply the new knowledge in real-life contexts, making it meaningful.

1.11.4 Integrating technology

Technology has become a valuable tool in education, providing interactive and authentic activities that enhance both learning and motivation. Uzun (2023) claims that conventional listening activities such as textbook exercises and scripted dialogues tend to fail to keep students interested, mainly younger learners. This explains the need for educators to integrate multimedia resources and innovative strategies to create more dynamic and effective learning environments. Furthermore, combining traditional materials with technological tools can enrich the learning experience, making lessons more meaningful and accessible for students of all ages.

CHAPTER II: METHODOLOGY

2.1 Type of Research

This study employed a mixed-methods approach, integrating both quantitative and qualitative research methods. Kajamaa et al. (2020) defined mixed-methods research, or multi-strategy designs, as "the collection, analysis, and integration of both qualitative and quantitative data in a single study" (p. 2). This combination provided a better understanding of a problem or issue and increased the validity of research data more effectively than individual methods. Furthermore, during the research process, numerical analysis provided outcomes, while descriptive analysis explored the process. Therefore, the use of this method was of great support to this work.

Furthermore, Sreekumar (2023) stated that "quantitative research involves the process of objectively collecting and analyzing numerical data to describe, predict, or control variables of interest" (para. 3). Similarly, this type of technique is frequently employed to examine hypotheses, recognize patterns, and make predictions. This study used quantitative methods. It collected numerical data on students' listening skill improvement through surveys. As a result, the analysis was objective and quantifiable.

Streefkerk (2023) states that qualitative research allows for the understanding of ideas, opinions, and personal experiences. In other words, it explains results that numbers alone do not clarify. Bhandari (2020) mentions that qualitative research is fundamental for obtaining more concrete data on teaching practices. In this study, it allowed for the interpretation of the problem and the generation of results based on teachers' responses. Combining both research methods ensured a complete understanding of the subject matter.

Furthermore, this research included descriptive and cross-sectional designs. The descriptive design gathered detailed information, while the cross-sectional design focused on a specific point in time. Thus, both complemented each other, providing a clear and comprehensive perspective on the research topic. These are described below.

- **Descriptive**

McCombes (2023) mentioned that "descriptive research aims to accurately and systematically describe a population, situation, or phenomenon" (p.1). This work was descriptive, which made it possible to organize, interpret, and present data on various aspects of the population. Furthermore, it provided quantifiable research data that could be analyzed statistically. Consequently, it offered a global view of the existing scenario and its possible problems.

- **Cross-sectional**

Moreover, given that data collection for this study took place only once, a cross-sectional design was considered the most appropriate. Thomas (2020) defines a cross-sectional study as

research that collects data from different participants at a single point in time. Furthermore, the surveys and interviews provided essential data that contributed significantly to the development of this study.

2.2 Methods

This study employed both deductive and inductive research methods, which are described below:

2.2.1 Deductive

As Newman (2024) explains, deduction starts from a general theory and then moves towards specific hypotheses, which are later verified or rejected through data analysis. Based on this, the deductive method was applied in this research by starting with general principles of listening comprehension and the shadowing techniques. Additionally, it helps clarify, through data collection, the positive impact of these techniques on improving students' listening comprehension.

2.2.2 Inductive

According to Thesaurus (2021), the inductive method is grounded in the observation of specific patterns, which are then used to come up with a general conclusion. Likewise, this research applied an inductive method, which helped find trends and patterns through quantitative data collection, while offering an overview of the results.

Both methods complement each other, contributing to a more comprehensive understanding of the research.

2.3 Techniques and Instruments

This study relies on a technique for gathering data and ensuring the accuracy of information: surveys. A brief description of this data collection tool is provided below.

2.3.1 Survey

Oberoi (2024) states, "surveys are like a wide-reaching net in the sea of user research. They use a set of fixed questions to gather data from many people at once" (para. 5). Therefore, this technique was applied to collect data from eighth-grade students and teachers at 28 de Abril School. Likewise, the instrument used was an online questionnaire with eight questions with multiple options. This explored students' perceptions of learning English, their listening challenges, and the classroom's resources and activities most frequently used. Similarly, the teacher's survey aimed to identify important aspects such as motivation, resources, and strategies they applied to improve listening in learners.

2.4 Research Questions

- What shadowing techniques are most effective in improving listening comprehension in eighth-grade students?
- How can shadowing techniques help improve the listening comprehension skills of eighth-grade students?

2.5 Population and Sample Selection

This research was carried out at 28 de Abril School, an institution with approximately 54 years of history and service. It is a public and co-educational school located at 725 Bolívar, 2-37, and Borrero. The school has 718 students, distributed across morning and afternoon shifts. This study focused on 61 eighth-grade students attending the afternoon shift, divided into two groups: 31 students in Parallel A and 30 students in Parallel B. Additionally, the school has two English language teachers assigned exclusively to the afternoon shift. Since the total number of participants did not exceed 100, a sample size was not required. (see **Table 6**)

Table 6

Students population

Class	Number of Students
8 th “A”	31
8 th “B”	30
Total	61

Note: Made by the author.

2.6 Procedure

First, the research instruments were designed, reviewed, and validated by an English teacher from the university. Before implementing the instruments, the researcher requested official authorization from the institution’s authorities to conduct the study with students and teachers. Once approval was granted, a pilot test was carried out to evaluate the effectiveness of the instruments. Participants also signed an informed consent form prior to their participation. In addition, a questionnaire was designed to examine students’ perceptions of English language teaching and listening comprehension. In addition, a semi-structured interview with open-ended questions was designed for the English teachers at 28 de Abril School to gather insights into the strategies used in listening instruction. Finally, the collected data provided both qualitative and quantitative information for analysis.

CHAPTER III: RESULTS AND DISCUSSION

This section provides an analysis of the data collected through a survey of teachers and students at the 28 de Abril school. The survey for teachers consisted of four open-ended and three closed-ended questions, aimed at exploring their experiences and perspectives on strategies for improving students' listening comprehension. It was carried out online in the school's laboratory with two teachers. Likewise, a set of eight questions was designed for students to gather information about their personal perspectives on the importance of listening comprehension in improving English language learning. This was applied online in the same place to 61 students. Nevertheless, due to the limited availability of computers, the data collection process was conducted sequentially. First with the eighth-grade class A and then with class B.

3.1 Teacher's Survey

Question 1: What motivates you the most about teaching English?

These responses were collected from the teachers in reply to this question.

- **Teacher A:**

To help people increase their knowledge or learn a new thing. I enjoy guiding them in learning a new language.

- **Teacher B:**

My older sister inspired me to become an English teacher, and I want to inspire my students in the same way.

Analysis

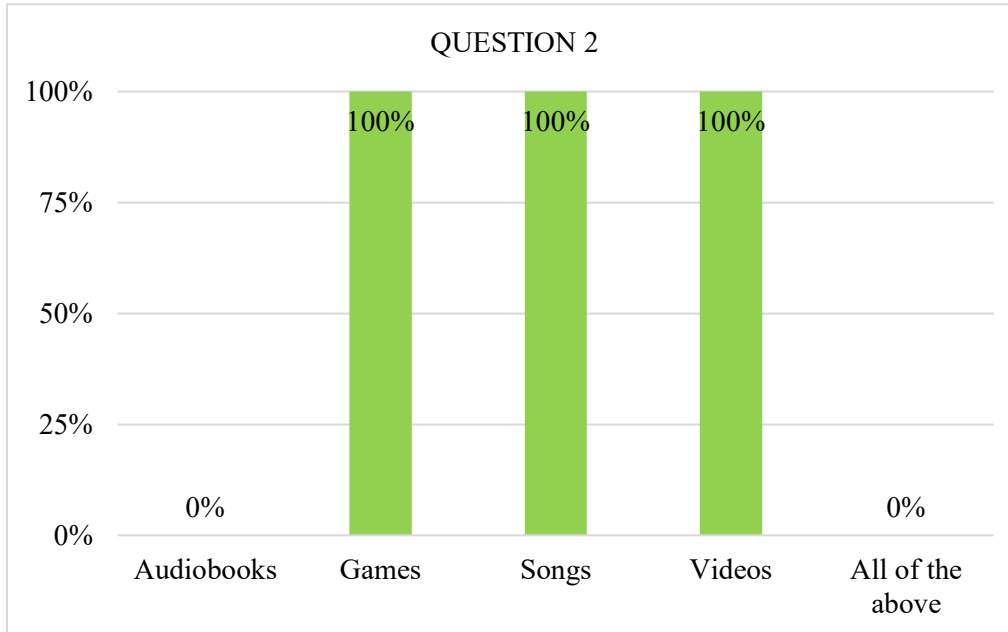
Both responses offer diverse perspectives on personal motivations for teaching. Teacher A expresses a desire to help others acquire new knowledge by teaching English. He also emphasizes the transformative power of education and the teacher's commitment to serving the community. In contrast, Teacher B mentions a personal motivation related to the influence of a role model in his family and expresses a strong desire to inspire others in his work as an English teacher. Brandon (2024) states, "Teacher motivation is linked to student learning in many ways. Thus, understanding teacher motivation at the foundation can assist with improving it and addressing it" (para. 4). This points out the importance of teachers being motivated, as this has a significant impact on their students' learning.

Although their reasons may not be the same, they both want to improve how their students learn English. Teachers' motivation towards students brings great results. In this sense, creating a suitable environment and building trust with students leads to meaningful learning. As a result, the desire to learn a new language increases.

Question 2: Which of the following technological resources do you use in your classes to help students improve their listening skills? (You may select more than one.)

Figure 1

Technological resources used by teachers in classes



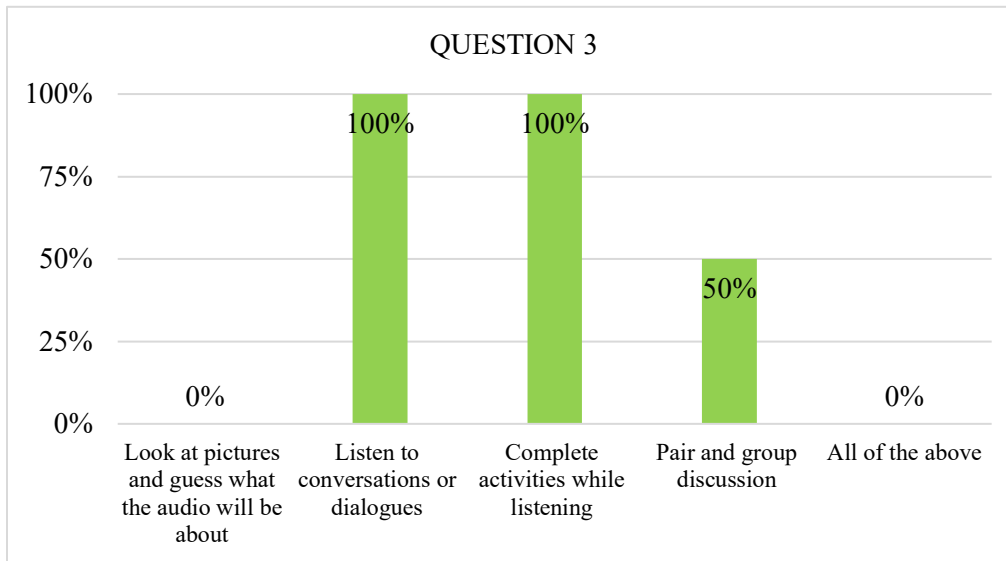
Note: Made by the author.

Based on the information provided in **Figure 1**, it is evident that teachers are constantly looking for a variety of technological resources that allow them to reinforce listening skills in a dynamic way. Both agree that the use of videos, songs, and games is an attractive way to capture students' attention. In addition, they mentioned that they often work with Liveworksheets (an online platform for creating and doing interactive exercises) that include listening activities, whether videos, songs, or games, to complete. These three alternatives reached 100%. In fact, the use of videos and songs facilitates exposure to the native language, while games reduce stress and improve learners' willingness to learn. Nonetheless, audiobooks were not selected. As a result, the option "all of the above" was not considered. In this way, UNESCO (2024) emphasizes that the use of technological resources is becoming increasingly essential, as it facilitates learning and influences the design of educational systems.

Question 3: Which of the following activities do you do in your classroom to improve your students' listening comprehension?

Figure 2

Activities used to improve students' listening comprehension.



Note: Made by the author.

Figure 2 indicates the most used activities to enhance students' listening comprehension skills. Although the first option is relevant as it is a pre-listening activity, it was not selected by either teacher. In contrast, activities during listening, such as listening to conversations or dialogues and completing tasks while listening, were chosen by both teachers, representing 100%. Finally, the post-listening activity was selected by only one of the two teachers, reaching 50%. From this data, it can be said that not all three stages of listening are used, but only the last two. Therefore, the option "all of the above" was discarded. Houston (2025) argues that planning and organizing a listening lesson allows teachers to support students, guide them in developing their listening skills, and identify areas for improvement, referring to the importance of applying the three stages mentioned above.

Question 4: Do you consider that your students achieve the A1.1 level standards in the listening skill according to the curriculum? Explain why.

The following are the teachers' answers to this inquiry.

- **Teacher A:**

I believe my students can understand the basic vocabulary. However, they still need more practice to improve.

- **Teacher B:**

I don't think so, because most of them have difficulty with listening. They often need to listen many times to understand the content.

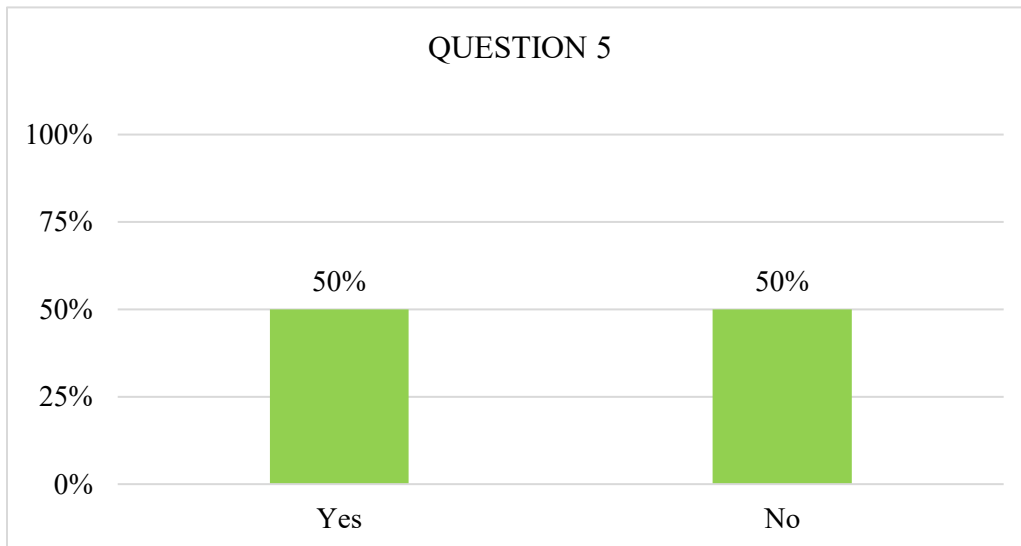
Analysis

This question reveals divided opinions about the A1.1 listening comprehension standards that eighth-grade students are expected to achieve according to the Ecuadorian curriculum. Teacher A emphasizes that students reach a certain level of understanding, but they still need more practice. In contrast, teacher B believes that they do not meet the standard, as they experience difficulties and sometimes need to play the audio more than twice. This is because of the social context, as they are exposed daily to their mother tongue, Spanish. The achievements in listening skills are only partial, despite the expectation that they should be complete to fulfill the established curriculum standards. Therefore, there is a need to implement new strategies or techniques to reinforce progress toward the expected level.

Question 5: Are you familiar with shadowing techniques?

Figure 3

Familiarity with shadowing techniques



Note: Made by the author.

Figure 3, regarding teachers' knowledge of shadowing techniques, revealed a lack of information about. For example, Teacher A mentioned that he was familiar with it, while Teacher B stated that he was not. Chehab (2024) emphasizes that the repetition or shadowing technique allows for deep auditory and practical immersion in the target language. As a result, it allows for an increase in listening comprehension skills. In addition, teachers should know how and when to use the technique.

Question 6: If your answer to question 5 was YES, how do you think these techniques may help students develop language skills?

Below are the responses from the teachers regarding the present question, which illustrate their opinions.

- **Teacher A:**

Yes, it would be helpful because you repeat and practice until you get better.

- **Teacher B:**

I don't know. I am not familiar with shadowing techniques

Analysis

This question is related to the previous one. However, it focuses on how teachers believe shadowing can help develop language skills in students. Teacher B indicated that he had no awareness of the technique. In contrast, Teacher A responded that shadowing should be useful because students repeat until they improve. Likewise, he perceives shadowing as a technique that promotes continuous practice. Nevertheless, this technique goes beyond immediate repetition or imitation. Takeuchi et al. (2020) explain shadowing as a complex activity that combines auditory skills, speaking, repeating, and divided attention. This finding suggests that it makes auditory memory and mechanical repetition stronger, which makes it an elaborate mental process.

Question 7: Would you be interested in using shadowing techniques in your classes to improve your students' listening comprehension? Why and why not?

These are the teachers' responses to question 7, which is crucial in this research.

- **Teacher A:**

Yes, I would like to use this technique because I improve my speaking skill by means of repetitions.

- **Teacher B:**

Yes, I wish it is because it seems to me to be a very interesting technique.

Analysis

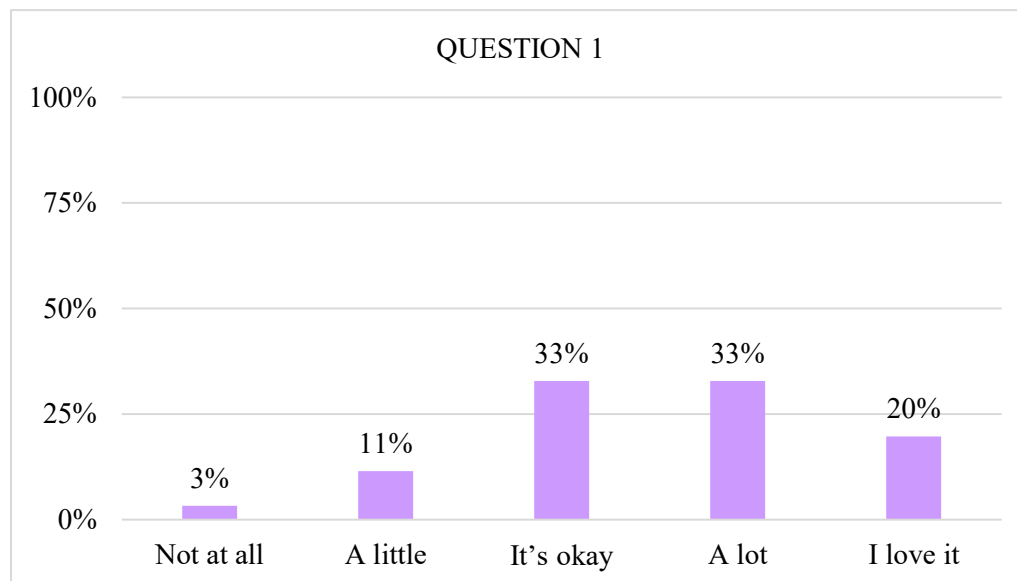
Based on the responses provided by teachers, it can be deduced that the proposal enjoys widespread acceptance. Therefore, it is understood that teachers are interested in innovating and experimenting with shadowing techniques. Strobel Education (2023) states that new teaching methods promote active learning and improve the performance of both teachers and students. This demonstrates the importance of trying something new and engaging to encourage and reinforce students' skills. In this sense, the intention of implementing shadowing aligns with the need to strengthen listening comprehension at the A1 level, not just for eighth-grade students but for all learners, providing a practical and effective technique for teaching English in Ecuador.

3.2 Results from Student Surveys

Question 1: How much do you enjoy your English classes?

Figure 4

Students' level of enjoyment in English classes



Note: Made by the author.

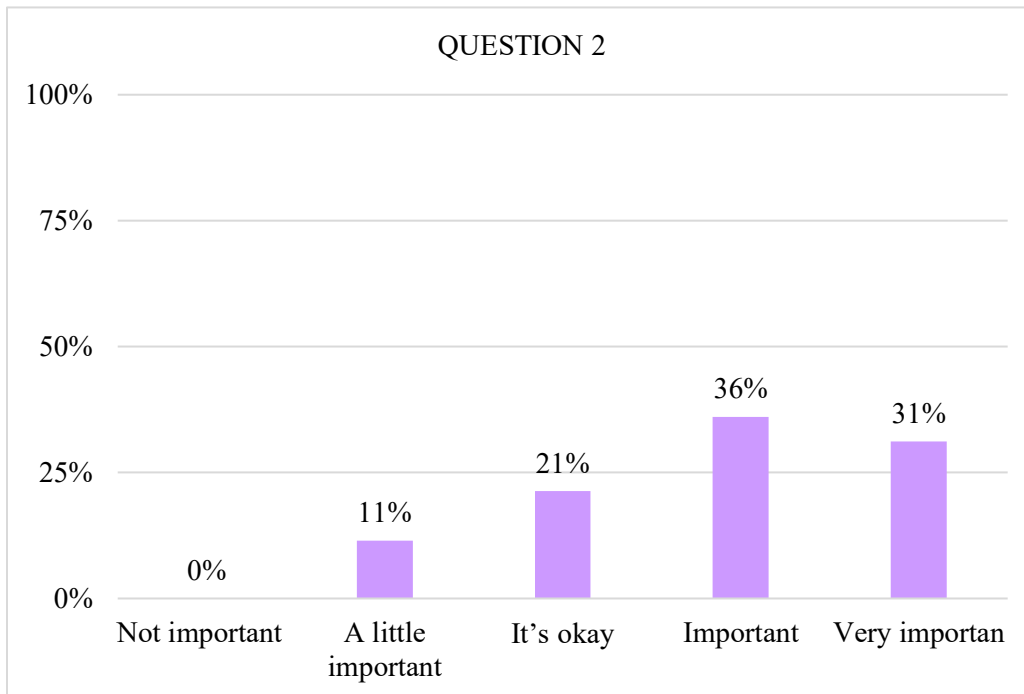
Figure 4 illustrates the level of enjoyment students have in English classes. First, the most popular choices were "It's okay" and "A lot" with 33% in both cases, demonstrating the high acceptance of English among students. In addition, 20% chose "I love it" which is the highest option on the Likert scale. Therefore, taking this into account and the two strongest preferences selected above, it can be said that most students like English classes. Nevertheless, "A little" with 11% and "Not at all" with 3% obtained the lowest results. Eighth-grade students show a moderately positive attitude toward learning English, reflecting their motivation and openness to learning.

Moreover, attitude, the role of the teacher, and an engaging environment can foster greater commitment and better performance in language learning among learners.

Question 2: How important is learning English for you?

Figure 5

Students' views on the importance of learning English



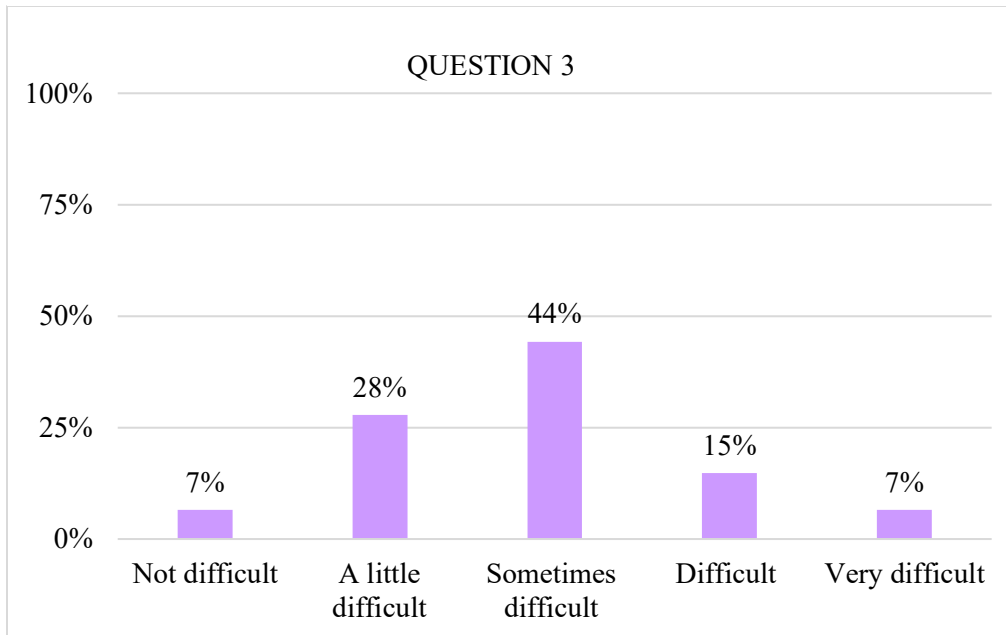
Note: Made by the author.

Figure 5 shows students' perceptions of the importance of learning English. The results indicate that most students perceive English as important to them. In this regard, 36% agree that it is important, and 31% consider it very important. This means that almost two-thirds of the group consider English to be important for their education and future opportunities. On the other hand, 21% of students considered the importance of learning English to be acceptable, indicating a neutral attitude toward the subject. Finally, 11% gave it little importance. Interestingly, no student considered English to be unimportant. Galván and Morera (2025) note, "For some students, learning a new language represents a valuable opportunity to expand their perspectives and communicate with people from diverse cultural backgrounds" (p. 1). This emphasizes that learning English goes beyond academic purposes and serves to achieve personal goals. The results suggest that, although students recognize the importance of the language, a certain degree of indifference still exists.

Question 3: How difficult is it for you to understand lessons when your teacher speaks completely in English?

Figure 6

Difficulty in understanding lessons in English



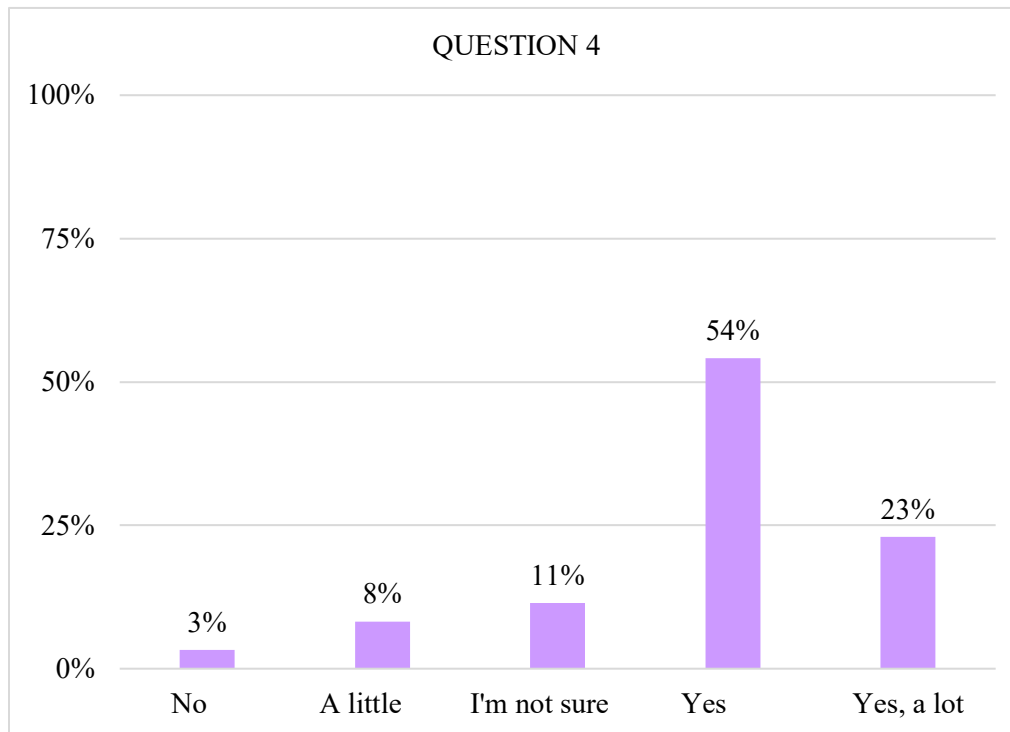
Note: Made by the author.

In **Figure 3**, students share how difficult they find it when their teacher teaches classes exclusively in English. Most students (44%) say that they sometimes find it difficult to understand the lessons, which shows that they face occasional difficulties, but not to the point of not understanding anything. Similarly, 28% describe the experience as somewhat difficult, showing that for many, receiving classes exclusively in English is a moderate challenge. In contrast, 15% of students say they find it difficult to understand the classes, while 7% find it very difficult. These latter two groups indicate that a minority of students experience considerable difficulties with listening comprehension. On the contrary, another 7% indicate that they do not find it difficult at all, meaning that a small proportion of students feel confident taking classes exclusively in English. These data show that most students do not feel completely insecure or discouraged by taking classes exclusively in English.

Question 4: Do you think practicing listening helps you get better at English?

Figure 7

Students' opinions on the role of listening practice in improving English



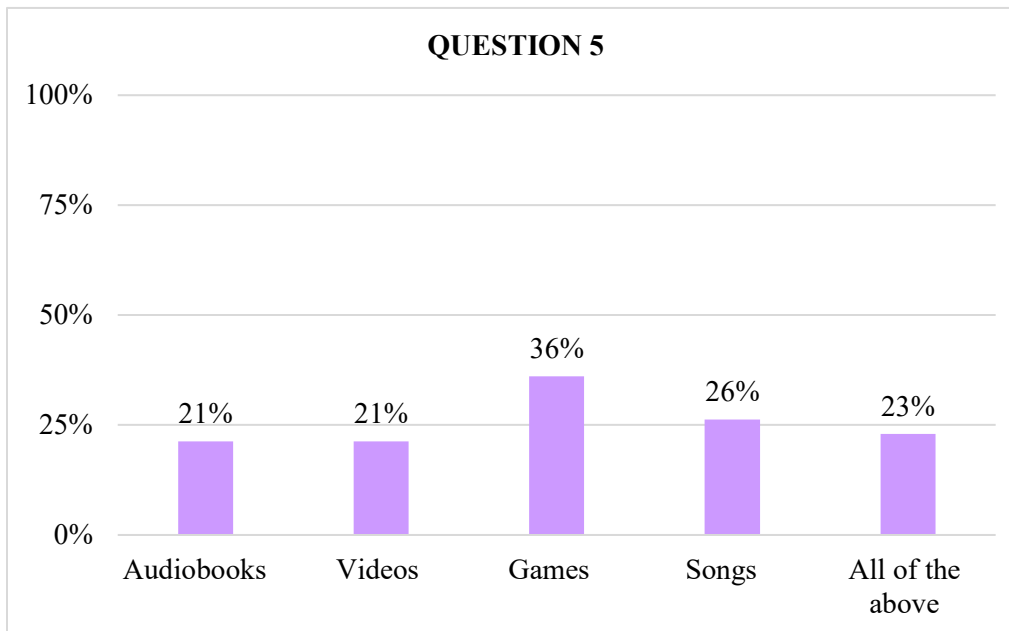
Note: Made by the author.

Figure 7 provides students' opinions on whether practicing listening comprehension helps them improve their English skills. A great number of students have a positive perception: 54% responded "Yes", and an additional 23% responded "Yes, a lot". These responses demonstrate that most students strongly believe that practicing listening comprehension plays a fundamental role in language development. Conversely, 11% of respondents indicated "I'm not sure", suggesting that some students may be unaware of the significant impact of listening comprehension. Meanwhile, 8% felt that it only helps a little, and a very small group, 3%, answered "No", that it does not help at all. These results confirm a certain degree of ignorance about the importance of listening in the process of acquiring the English language. This is claimed by Thompson (2024), who mentions that good listening skills help students understand important details necessary for real communication. The author also emphasizes that without these skills, students may misinterpret spoken language. The findings are evident that reinforcing listening practice can strengthen students' English proficiency.

Question 5: Which of the following resources are the most used by your English teacher to practice listening skills? (You can choose more than one option.)

Figure 8

Resources most frequently used by teachers to practice listening skills



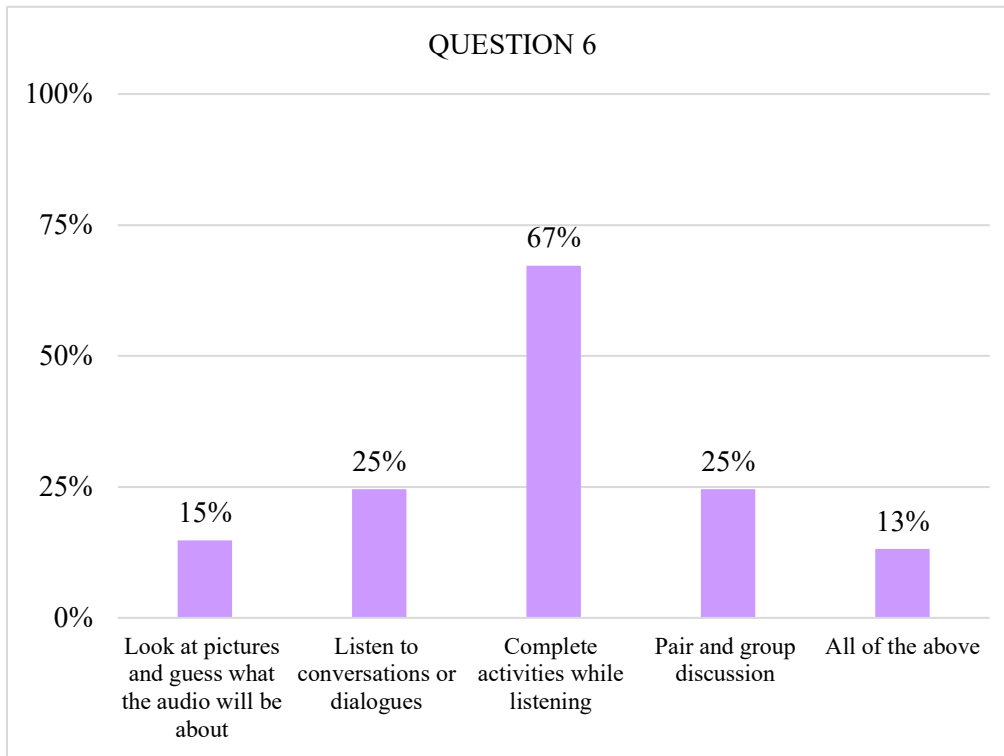
Note: Made by the author.

Figure 8 illustrates the answers to question 5 provided by students, showing the data on the resources most used by the English teacher to practice listening skills. It is important to mention that learners selected more than one option. First, "games" (36%) were the most popular choice, which means that teachers frequently use interactive and playful activities to engage students' attention in classes. Likewise, "songs" reached 26%, which indicates that music is an adaptable tool that can reinforce listening comprehension with fun. Sanako Blog (2025) claims that "For beginners, listening games are crucial for laying a solid foundation in the language" (para. 2) . In addition, the same author claims that "by singing catchy tunes, children improve their pronunciation and listening skills while having fun" (para. 15). This underscores the importance of using these types of dynamic resources. In addition, "videos" and "audiobooks" received 21%, showing that these resources are not used frequently. Finally, the option "All of the above" reached 23%, showing that teachers incorporate various resources into their classes. It is important to recognize the value of combining innovative resources to develop listening comprehension.

Question 6: Which activities does your teacher use when practicing listening in class? (You can choose more than one option.)

Figure 9

Students' responses on classroom activities for listening practice



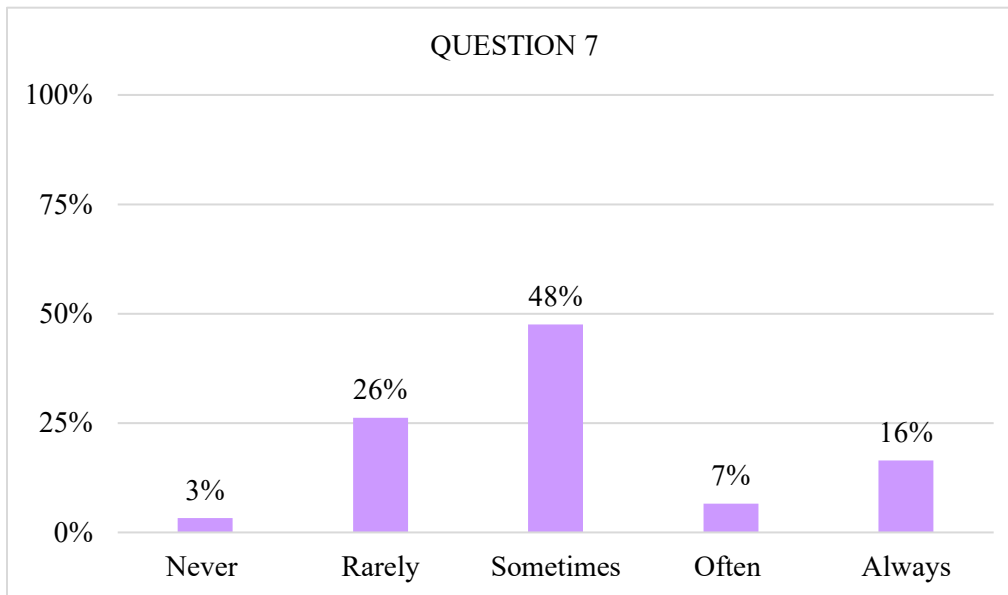
Note: Made by the author.

Figure 9 presents students' responses about the activities used by the teacher to practice listening in class. First, "Complete activities while listening" was the most selected activity with 67%. This means that the teacher focuses mainly on active participation during the audio. At the same time, "Discussion in couple and group" and "Listening to conversations or dialogues" received 25%, indicating that a quarter of the students have experienced these types of activities. In contrast, "Look at the images and guess what the audio will be about" only 15%, suggesting that prediction that belongs to pre-listening tasks are applied less often. Finally, 13% selected "All above", which means that all strategies are applied. The data reveals that the teacher focuses more on while-listening activities, whereas other useful activities, such as prediction and discussion, are used less frequently. This means that the implementation of the three key stages for an effective listening class is not applied equitably.

Question 7: In your English classes, have you ever done activities where you listen and repeat them right away, like lyrics, conversations, and dialogues?

Figure 10

Students' experience with listen-and-repeat activities in English classes



Note: Made by the author.

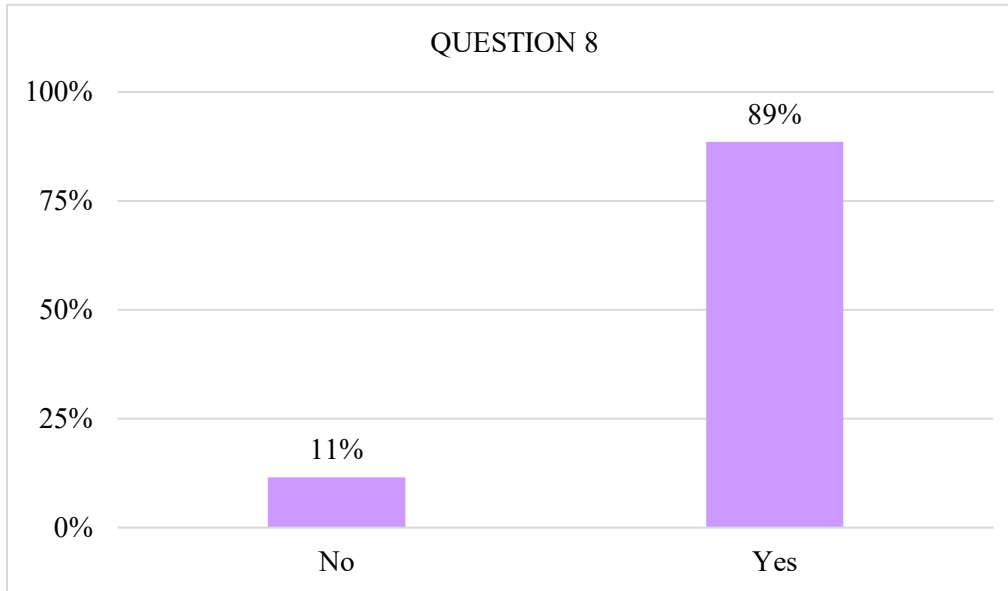
Figure 10 shows students' experiences with classroom activities that involve listening and repeating immediately, such as lyrics, conversations, and dialogues. The data indicate that almost half of the respondents, that is, 48%, participate in these activities sometimes, which suggests that this type of practice is present in lessons but not yet a regular part of every class. Furthermore, 26% of learners emphasize that they rarely engage in such activities, while 16% affirm that they always do. On the other hand, a small group, 7%, reported that they do them often, and only 3% answered never. These latest percentages demonstrate that although shadowing techniques are applied, it is not frequently. The results emphasize that students are exposed to some extent to activities that focus on information repetition and listening comprehension, but the practice does not appear to be continuous.

Campoverde and Argudo (2023) describe shadowing as a technique for listening that strengthens bottom-up processing. It allows students to recognize basic sound units, words, and phrases. Taking this into account, integrating it continuously into classes can improve academic performance.

Question 8: Would you like to do more activities where you listen and repeat?

Figure 11

Students' interest in doing more listen-and-repeat activities in class



Note: Made by the author.

Figure 11 reflects students' opinions on whether they would like to have more opportunities to participate in activities where they listen and repeat immediately. In this regard, 89% said "Yes", which clearly shows that the majority of students are very interested in doing more exercises of this type. However, 11% opted for "No". Although this is a small percentage, it is important to take this into account, as this type of activity allows two skills to be reinforced at the same time. There is strong acceptance of the proposal, as the data suggests that students consider listening and repetition activities to help them reinforce and develop better listening comprehension and speaking in a dynamic way.

3.3 Discussion

Currently, teaching and learning English requires the incorporation of innovative strategies and techniques aimed at improving students' communication skills. In this regard, it is important to take students' interests into account. Guevara-Betancourt (2023) notes that the effective use of teaching resources linked to students' interests plays a key role in promoting meaningful English learning. Thus, shadowing techniques have gained attention for their potential to develop listening comprehension. The survey administered to eighth-grade students at Escuela 28 de Abril, together

with interviews with English teachers, provided valuable information on how this technique influences the teaching-learning process. The relevance of this lies in the fact that echoing exposes students to authentic linguistic input. According to Fidel (2022), "students practice the perception of individual sounds and words, which frees up cognitive resources to process the overall meaning of the discourse" (para. 5). This supports the idea that the technique benefits listening skills, showcasing its great potential in the field of English language teaching.

Surveys and interviews conducted with both students and teachers at 28 de Abril school reveal that, although shadowing is used indirectly in the development of listening comprehension, its use remains sporadic in practice. This information was confirmed by the students, who stated that listening and repetition activities are not used frequently in their classes. Moreover, recent studies show that shadowing works better with regular and systematic use (Yen, 2025). Taylor (2024) explains that frequent repetition strengthens brain processing, improving memory, comprehension, and listening efficiency. Thus, it needs to be implemented in a systematic form to optimize its benefits in listening skills and language proficiency.

Still, for shadowing to work well, students need clear guidance and consistent practice. If the activity is not explained properly, many of them can get confused, feel frustrated, or think it is boring. Taylor (2024) also points out that tracking becomes more effective when it is supported with other learning tools. Furthermore, it will depend on the student's level and does not require complex materials for implementation. For instance, a speaker, a smartphone, a computer, or simply someone who speaks English. If the teacher doesn't have technological resources, they can use short, engaging dialogues, speeches, and readings that can be mimed. Nevertheless, it is possible to use technology to complement the lessons and achieve better results. It's an excellent idea to integrate songs, podcasts, or clips from movies and TV shows. This is even more beneficial.

Current strategies to improve listening comprehension implemented with eighth-grade students at 28 de Abril Secondary School include good resources and activities. Nonetheless, there is a considerable gap in their use. As a result, teachers' perceptions differ from those of students in certain aspects. Given this, shadowing techniques are presented as a powerful tool for significantly improving listening comprehension skills. Regular, guided practice helps students improve their listening skills, increasing their confidence and accuracy in using the language. Additionally, it is fundamental that these techniques be integrated systematically and adapted to students' needs, complemented by a variety of resources that maintain motivation and interest, which maximizes their effectiveness in the teaching-learning process. This can become a sustainable technique for strengthening language learning in the school over the long term.

CHAPTER IV: ACADEMIC PROPOSAL

This chapter presents an academic guide developed to address the need for improving listening comprehension in eighth-grade students. In this sense, this proposal relies on theoretical and methodological foundations that support shadowing techniques. In this way, it provides a series of engaging activities designed to foster active listening within the process of developing and acquiring English as a second language.

Shadowing in Action: Listen and Repeat!

4.1 Relation

Kaufman (2024) writes the following quote: "To speak well, you must first listen well" (p. 1). Thus, listening comprehension is one of the most complex and important skills in the process of learning English as a foreign language. This is because it requires prior vocabulary and the ability to follow a discourse that may vary in accent. Furthermore, daily exposure to Spanish creates a barrier for students, who may become frustrated by their inability to understand authentic communication. Consequently, learners' engagement and confidence diminish, limiting both their academic and personal progress. Therefore, enhancing listening comprehension becomes fundamental for English as a foreign language in Ecuadorian classrooms, especially for eighth-grade students who require additional support to correctly interpret spoken English.

Shadowing techniques emerge as an alternative to strengthen students' listening skills. This strategy requires students to repeat what they hear almost simultaneously, which reinforces the relationship between listening and speaking. Baddeley (2012, cited in Mu, Y., & Wasuntarasophit, S., 2025) stated that "shadowing improves speech comprehension by strengthening the phonological loop, a component of individual working memory, leading to better listening skills"(p. 136). This process enhances working memory, allowing students to process and understand auditory input more effectively. Therefore, echoing in the classroom promotes the development of listening skills, turning it from the mere passive reception of information into an engaging and interactive activity that fosters deeper understanding through guided practice. These benefits highlight the need to reconsider traditional listening approaches, which often lack engagement and interaction.

Traditional listening teaching methods often rely on mechanical exercises that fail to maintain student interest. Shadowing, on the other hand, provides immediacy and interaction, which motivates students to persevere in their practice and can also be applied across different educational levels (Kamaruddin et al., 2024). Recent research reveals that students feel more engaged because the technique provides instant feedback through imitation and self-monitoring, which increases their confidence and willingness to participate (Lestari, 2020). Therefore, integrating the technique into teaching practice can foster a more meaningful environment for promoting English language learning among eighth-grade students. The proposal is a teaching

guide based on shadowing, which aims to provide teachers with practical and effective activities to improve listening comprehension in young EFL learners. Likewise, the activities and topics were selected according to the students' level and the content proposed by the Ministry of Education.

4.2 Theoretical Foundations

Shadowing's pedagogical foundation is based on theories of second language acquisition that emphasize the close relationship between language reception and production in developing communicative competence. From this perspective, learning is enhanced when learners are exposed to meaningful input and are simultaneously encouraged to produce language. Moreover, shadowing reinforces this learning interaction because rapid and immediate repetition encourages students to focus on the information, pronunciation, intonation, and clear speech, thereby activating different ways of processing language (Hamada, 2017, cited in El Moussaoui, 2025), which strengthens the connection between listening and speaking skills.

According to Takeuchi et al. (2020), shadowing integrates listening, speaking, repeating, and dividing attention, in which working memory plays a fundamental role, especially the phonological loop. Likewise, Baddeley (2017, cited in Takeuchi et al., 2020) points out that "the phonological loop is supposed to store verbal and acoustic information through a temporary storage and articulatory rehearsal system". When shadowing is applied, the phonological loop is activated, which briefly retains what is heard and internally reviews it before immediately repeating it. As a result, this helps improve listening comprehension and language production.

Shadowing is not just repeating words. It is an educational technique based on how we learn and process language. This practice shows that listening and speaking are connected and require attention and memory to communicate well. By using echoing, students concentrate better, improve their pronunciation, and learn the language more naturally. Additionally, it is an innovative way to boost auditory understanding. That is why it is important to include it in this work to understand how it helps improve listening comprehension in EFL learners, especially in eighth-grade students.

Humans receive most of the information around them orally. That is why auditory comprehension is vital for learning a second language. Additionally, listening is essential for students to develop their comprehension and communication skills. Rodríguez-Cevallos and Macías-Loor (2024) suggest that continuous practice accompanied by meaningful content improves the ability to recognize sounds and patterns. As a consequence, students improve their English language skills to communicate and feel more comfortable using what they have learned.

There are several types of shadowing, each with different purposes. According to Torn (2025), the perfect introduction to shadowing to improve both speaking and listening skills is to repeat individual words or phrases after hearing the correct pronunciation using flashcards. Once

students have become familiar with the technique, one of them can be applied specifically, depending on their needs. Hamada and Suzuki (2024) point out that there are eleven types of shadowing focused on improving listening comprehension. Both authors highlight complete shadowing and whispered shadowing among them. The latter is used in the early stages to familiarize students with the technique, while the former is for students at a more advanced stage. These variations allow teachers to adapt shadowing activities to the students' level of proficiency and teaching objectives, making the technique flexible and effective in a variety of English as a foreign language classroom.

Hermida (2021) refers to shadowing as a secret weapon for acquiring and mastering the English language. The author also states that constant echo practice improves pronunciation, intonation, and fluency, as well as facilitating subconscious memorization of vocabulary and grammatical structures. This method allows students of English as a foreign language to process spoken language more efficiently. Therefore, this technique promotes more meaningful learning due to natural exposure to the language by combining listening comprehension and oral skills.

The echoing technique promotes autonomous learning by encouraging students to actively monitor their listening comprehension and oral expression. Zafarova (2025) points out that "Shadowing is an efficient, engaging, and evidence-based technique that supports the development of key communicative competencies, especially in listening, pronunciation, and fluency. Its simplicity and adaptability make it suitable for both classroom use and self-directed learning" (p. 9). This indicates that the technique contributes to more independent and reflective learning, even if the learner decides to implement it outside the classroom. For instance, trying to sing a song or repeat a line from a movie that caught their attention are two common ways in which students apply shadowing unconsciously and funny.

Shadowing has solid backing in second language acquisition, cognitive processing, and auditory pedagogy. Da Silva (2025) emphasizes that this technique integrates key elements that activate the phonological loop, such as attention, auditory discrimination, memory, and immediate production, allowing for deeper and more efficient processing of spoken language. In addition, developing listening skills in English as a foreign language context is crucial, which is why tracking is considered a pedagogical tool for improving listening comprehension in EFL, aligning with both current educational needs and theoretical perspectives that underscore the importance of active, focused, and meaningful listening practice.

4.3 Objectives

General objective

- To design a didactic guide based on shadowing techniques to improve listening comprehension in eighth-grade students at "28 de Abril" School.

Specific objectives

- To select appropriate shadowing techniques suitable for improving listening skills in eighth-grade students.
- To provide appropriate materials for the students' listening level to practice shadowing.
- To develop 3 thematic units that apply shadowing techniques according to the students' level and learning needs.

4.4 Development

Shadowing in Action: Listen and Repeat! was created in a clear and sequential format for easy classroom use. It begins with a cover page displaying the title and the author's name, followed by an introduction explaining its purpose, organization, and the value of shadowing in developing listening comprehension skills for eighth-grade students.

Following this is the "How does shadowing work?" section, detailing the theoretical foundations, cognitive connections, and practical recommendations for gradual and efficient use. The table of contents organizes three thematic units, each consisting of three lessons. Each lesson is structured with warm-up, pre-listening, while-listening, and post-listening activities, as well as exercises, interactive activities, and audio recordings that allow for the application of shadowing. The bibliographic references that support the theoretical and methodological content of the proposal are found at the end.

The content and audio recordings for each unit were selected based on the A1 descriptors of the CEFR and Ecuador's National Curriculum, ensuring alignment with educational objectives. The audio recordings were developed using ElevenLabs and Genny (voice-generation tools). ElevenLabs generates audio recordings with natural voices and control over intonation and speed, while Genny allows adjustments to be made to rhythm, tone, and pronunciation. Both tools made it possible to create audio recordings appropriate for the age and proficiency level of the students.

Access the digital teaching guide **Shadowing in Action: Listen and Repeat!** through the link or scan the QR code.

https://www.canva.com/design/DAGzwr6CA8/XQeQnEqPUu_K71wbKv1VBg/edit?utm_content=DAGzwr6CA8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



SHADOWING IN ACTION



LISTEN AND REPEAT!

Academic guide to improve listening comprehension

Written by: Diana Villacís

INTRODUCTION

Shadowing in Action: Listen and Repeat! is a practical guide designed to enhance language learners' listening comprehension skills through the effective use of shadowing techniques. The guide is organized into three thematic units, each consisting of a series of activities focused on active listening and immediate audio repetition to reinforce auditory perception, attention, and retention of the spoken content.

Each lesson includes a warm-up to engage students and activate their interest, pre-listening activities to activate prior knowledge and introduce key vocabulary, while-listening activities to practice, and post-listening activities to reflect on the content and reinforce listening skills. **Shadowing in Action** provides supporting materials and pedagogical suggestions to facilitate its effective application.

The activities promote audio concentration, improvement of auditory memory, and the ability to capture important details of spoken language. This guide is a valuable tool for educators seeking to enhance their students' listening comprehension through an interactive, learner-centered approach based on the shadowing technique.



General objective

- To design a didactic guide based on shadowing techniques to improve listening comprehension in eighth-grade students at "28 de Abril" School.

Specific objectives

- To select appropriate shadowing techniques suitable for improving listening skills in eighth-grade students.
- To provide appropriate materials for the students' listening level to practice shadowing.
- To develop 3 thematic units that apply shadowing techniques according to the students' level and learning needs.

How does shadowing work?



Conti (2025) defines shadowing as a technique in which the student listens to spoken language and immediately repeats it aloud. He points out that the technique is effective because it involves several cognitive learning processes at the same time. In this sense, it improves the student's ability to distinguish sounds and reinforces working memory. Based on Baddeley's model (2003), Conti explains that the phonological loop, which is a part of working memory responsible for processing sounds, is kept active thanks to shadowing.

Furthermore, Kadota's (2012) research shows that shadowing improves the encoding of sounds in the brain, leading to improved short-term memory of linguistic fragments. Therefore, consistent practice of this technique helps students better hear and remember the sounds and phrases they need to acquire fluency and improve in the English language.

Steps to practice shadowing successfully

The following tips, were adapted from Conti (2025), provide teachers with practical guidance for implementing the shadowing technique effectively in the classroom.

1. Begin with scripted shadowing, where students read along with the transcript while repeating. This helps them gain confidence in pronunciation and rhythm.
2. Progress to audio-only shadowing, letting learners mimic the audio in chunks.
3. Focus on commonly used phrases and structures that have already been taught, helping students reinforce familiar patterns.
4. Follow shadowing with productive tasks, such as summarizing, answering comprehension questions, or rephrasing key sentences.
5. Encourage learners to record themselves and compare with the original audio to identify differences in pronunciation or intonation.
6. Keep sessions short and concentrated, around 10–15 minutes, to maximize attention and effectiveness.



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UNIT

1

DAILY ROUTINES

Unit 1, Lesson 1: My daily routine

Lesson Overview

Level: A1–A2

Time: 45 minutes

Vocabulary: wake up, eat, brush, wash, go, do, watch, sleep

Materials: Audio track, worksheet, flashcards, projector or board



Warm-up (5 minutes)

“Guess the letters” (Hangman-style)

- Choose one routine word (e.g., brush). Draw blanks on the board.
- Students guess letters until the word is complete.
- When a word is guessed, model its pronunciation and have students repeat together.

Pre-listening (10 minutes)

Activity 1:

- Students listen and select the correct word or phrase related to daily routines.
- Encourage them to repeat key words after you to connect sound and meaning.

Activity 2:

- Learners identify and organize actions in a logical sequence to activate prior knowledge.
- Ask guiding questions:
“What do you do first in the morning?”
“When do you do your homework?”

While-listening (20 minutes)

Activity 3:

- Play the recording in short chunks. Students listen and repeat immediately (shadowing). Replay each part so they can fill in the missing words on their worksheet.
- Ask:
“What activity did Sarah do?”
“Was it in the morning or the evening?”

Activity 4:

- Students check comprehension by deciding if each statement matches the story.
- Pause briefly after each one to confirm understanding and discuss answers.

Post-listening (10 minutes)

Activity 5:

- Students answer short comprehension questions (e.g., “What time does Sarah wake up?”).
- Encourage short exchanges to reinforce meaning through listening recall.



LESSON 1 My daily routine



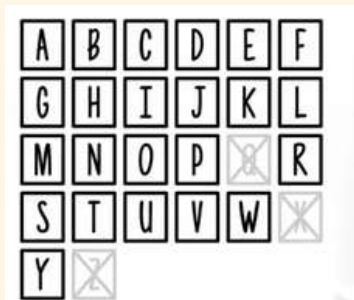
Objective: At the end of the class, students will be able to understand and talk about daily routines in the simple present tense by answering questions and comparing their routines with a partner.

Time: 45 minutes



Warm-up

Guess the letters in the word. Say one letter at a time. Try to guess the whole word.

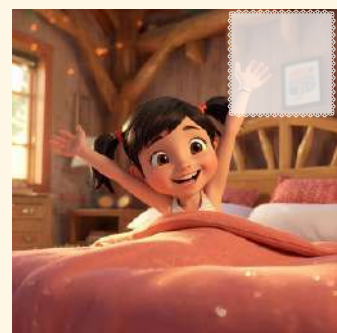


- wake up
- eat
- brush
- wash
- go
- homework
- watch
- sleep

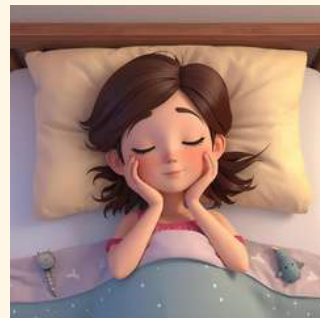
Pre-listening

1. Choose the correct answer from the chart. Write the number in the box.

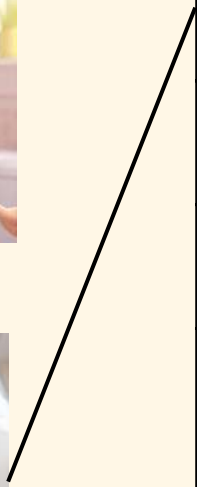
- | | |
|------------------|----------------|
| 1. brush teeth | 2. wash face |
| 3. go to school | 4. do homework |
| 5. eat breakfast | 6. watch TV |
| 7. go to sleep | 8. wake up |



2. Work with your partner. Match the pictures with the correct order by drawing lines.



- | |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |



While-listening



Phrase
Shadowing
+
Text-Presented
Shadowing

3. Listen and repeat each sentence immediately after your teacher. Then listen to the audio and complete the sentences.



1. My name is _____.
2. I wake up at _____ in the morning.
3. I eat breakfast with my _____.
4. We usually eat bread, _____, and drink a glass of milk.
5. After breakfast, I brush my _____ and wash my face.
6. I go to school with my best friend, _____.
7. In the afternoon, I do my _____ and watch TV.
8. In the evening, I take a _____ and go to sleep.



4. Listen to the audio and choose true or false.



Sentence	T-F
Sarah wakes up at 6:00 in the morning.	T



She brushes her teeth before she eats breakfast.

Sarah eats breakfast with her family.

She goes to school with her friend Emma.

In the afternoon, Sarah does her homework and watches TV.

She takes a shower in the morning.

Post-listening



5. Answer the questions about Sarah's daily routine. Then share your answers with your partner.

1. What time does Sarah wake up?

2. What does she usually eat for breakfast?

3. Who does Sarah go to school with?

4. What does Sarah do in the afternoon?

5. What does she do in the evening?

Unit 1, Lesson 2: Time and activities

Lesson Overview

Level: A1–A2

Time: 45 minutes

Grammar: Adverbs of frequency

Vocabulary: daily activities

Materials: Audio track, worksheet, flashcards, projector or board



Warm-up (5 minutes)

Say a series of sentences aloud, and students raise their hands if the statement is true for them. Examples:

- “Do you always eat breakfast?”

Encourage short reactions like “Yes, I do” or “No, I don’t”.

Pre-listening (10 minutes)

Activity 1:

Students repeat each adverb of frequency immediately after the audio (shadowing) to connect sound and meaning. Give examples to clarify use:

- “I always brush my teeth”.

Activity 2:

Students tick their guesses before listening. Ask guiding questions:

- “Do you think he always wakes up early?”
- “Does he sometimes play basketball?”

While-listening (20 minutes)

Activity 3:

- Students listen to find real information and compare it with their predictions.
- Replay key parts if needed. Ask:
“What activity does he do every day?”
“What does he only do on weekends?”

Activity 4:

- Read each statement aloud, play the related section, and have students mark T or F.
- Ask for quick justifications to check comprehension.

Post-listening (10 minutes)

Activity 5:

- Students write five sentences using always, usually, often, sometimes, and never.
- Then, they share and compare with a partner.

Example:

“I often listen to music.”

“I never watch TV in the morning”.



LESSON 2 Time and activities



Objective: At the end of the class, students will be able to demonstrate their listening comprehension by answering questions and using adverbs of frequency to describe their own activities in sentences shared with a partner.

Time: 45 minutes



Warm-up

Listen to the sentence. Raise your hand if the sentence is true for you.

- Do you always eat breakfast?
- Do you usually watch TV at night?
- Do you sometimes play soccer?
- Do you often listen to music?
- Do you never drink coffee?



Pre-listening



Pre-shadowing

1. Listen and say the words with the speaker. Then find them in the word search.

- a. Always
- b. Usually
- c. Often
- d. Sometimes
- e. Never



Z	S	O	M	E	T	I	M	E	S	E
K	K	T	L	Y	X	W	U	K	E	G
T	T	X	V	F	U	S	P	V	Y	X
V	L	O	W	U	S	U	A	L	L	Y
Y	Y	F	H	T	X	V	N	H	A	P
U	J	T	O	A	A	S	E	M	Y	Y
N	T	E	C	T	L	N	V	P	R	Q
S	A	N	S	P	W	E	E	U	B	E
Q	I	U	M	P	A	K	R	Q	S	E
L	W	V	H	Q	Y	K	A	G	O	L
E	Y	Y	A	E	S	J	S	V	K	R

2. Look at the table. Before listening, put a tick and guess how often the athlete does each activity.

Activity	Always	Usually	Sometimes	Often	Never
Wake up early to train					
Run 5 km in the morning					
Drink water during					
Play basketball with friends					
Do extra exercises					
Eat fast food					

While-listening

3. Listen to the audio. Check your answers from exercise 2 and answer the questions.



a. Why does Patrick sometimes skip running in the morning?

b. How does Patrick's training routine change on weekends?

c. What goal did Patrick achieve?

4. Listen to the audio. Decide if the sentences are T (true) or F (false).



- ___ a. He usually runs for one hour at the park.
- ___ b. He sometimes eats a light breakfast before training.
- ___ c. He always stretches his body before starting.
- ___ d. He often trains with his coach in the gym.
- ___ e. He never drinks soda after exercising.
- ___ f. He usually writes his progress in a notebook.

Post-listening

5. Think about your daily activities. Make 5 sentences with each adverb of frequency. Share it with a partner.



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Unit 1, Lesson 3: Weekend activities

Lesson Overview

Level: A1-A2

Time: 45 minutes

Grammar: Simple Present

Vocabulary: weekend activities

Materials: Audio track, worksheet, flashcards



Warm-up (5 minutes)

- Divide the class into groups of 4 and give them 4 different flashcards.
- One student mimes while the others guess (e.g., play soccer). Encourage everyone to participate in turns
- Encourage full sentences: “He’s playing soccer” and give points for correct guesses.

Pre-listening (10 minutes)

Activity 1:

- Students discuss guiding questions in pairs about their weekend habits. Ask:
“What do you usually do on weekends?”
“Do you spend weekends with your family or friends?”

Activity 2:

- Students look at a list of weekend activities and predict which ones Leo will mention in the listening.
- Ask guiding questions

While-listening (20 minutes)

Activity 3:

- Students listen to the dialogue in short chunks and repeat immediately after the speaker (shadowing).
- Then, they listen again and complete the blanks in the text.
- Focus on meaning and rhythm rather than pronunciation accuracy.

Activity 4:

- Play the full audio twice.
- Pause after each sentence for students to answer and justify.
- Elicit short explanations like “False, he plays on Saturday, not Sunday”.

Post-listening (10 minutes)

Activity 5:

- Ask students to draw 3 activities from the box that represent their own weekend.
- Tell them: “Make a mini poster and write short sentences below your drawings.”
- When finished, invite volunteers to share:
“On Saturdays, I play soccer and visit my grandparents.”



LESSON 3 Weekend activities



Objective: At the end of the class, students will be able to create a poster about their weekend activities using familiar vocabulary and complete listening tasks to demonstrate comprehension.

Time: 45 minutes



Warm-up



Weekend Charades

Work in groups of four. Use gestures and facial expressions to show the activity in the picture.





Pre-listening

1. Work with a partner. Discuss the questions.

1. What do you usually do on weekends?
2. Do you spend weekends with your family or friends?
3. What is your favorite weekend activity? Why?



2. Work in pairs. Look at the activities. Guess what Leo will say and put a tick (✓).

Activities	✓
Play soccer	
Watch movies	
Visit grandparents	
Ride a bike	
Go swimming	
Cook with family	
Play video games	



While-listening

3. Listen to Leo and complete the blanks. Then listen again and repeat aloud with the speaker.



Leo: Hi, Anna! On Saturdays I play soccer in the park. I usually go with my _____ in the afternoon.

Anna: That sounds fun! Do you do anything else on Saturdays?

Leo: Yes, in the morning I sometimes _____ my bike. And in the evening I help my mom _____ dinner.

Anna: Cool! What about Sundays?

Leo: On Sundays I usually stay at _____. I read a _____ or watch _____ with my family. Sometimes we go to the _____ together.

Anna: Do you ever go shopping?

Leo: Yes, sometimes we go shopping on Sunday _____. I like looking for new _____.



Mumbling
+
Text-Presented
Shadowing

4. Listen again. Say if the sentences are T (true) or F (false).

- a) Leo plays soccer on Sundays. ()
- b) He sometimes rides his bike on Saturdays. ()
- c) He helps his mom cook in the evening. ()
- d) He goes swimming on Sunday mornings. ()
- e) Leo goes shopping. ()

Post-listening

5. Draw 4 weekend activities from the box. Make a poster.

Play soccer

Watch movies

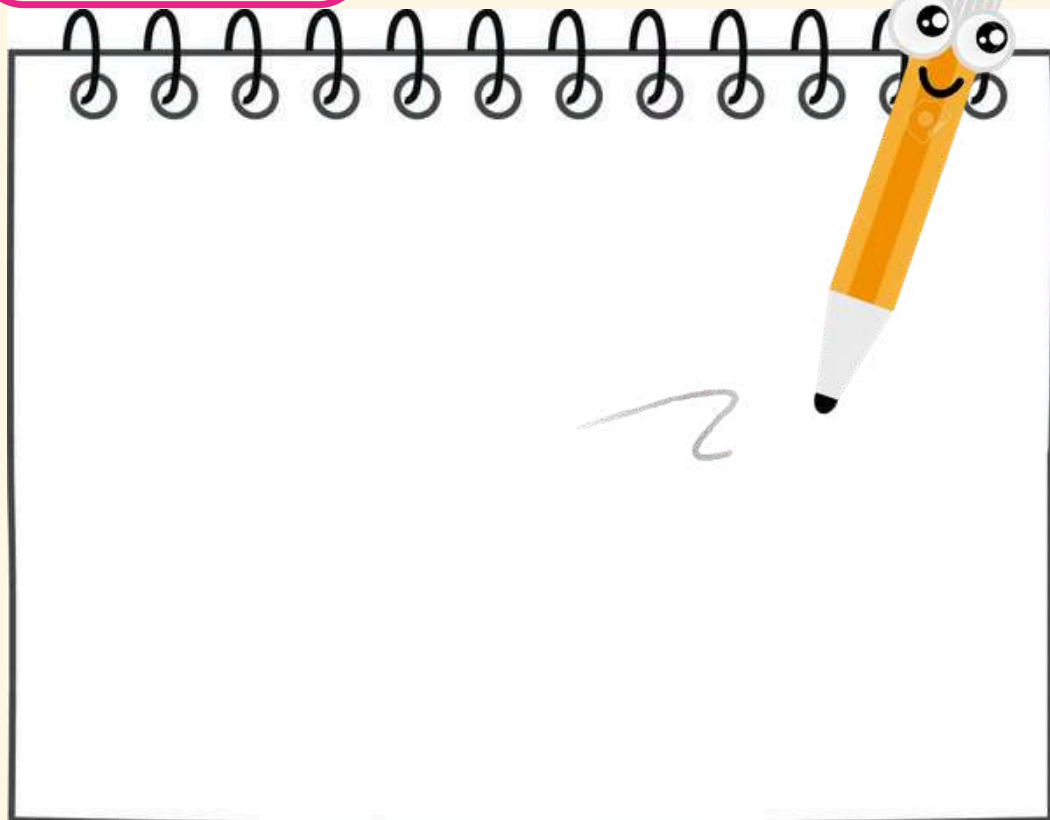
Ride a bike

Cook with family

Go shopping

Read a book

Go to the park





UNIT
2



PEOPLE AND
PLACES

Unit 2, Lesson 1: Describing people

Lesson Overview

Level: A1–A2

Time: 45 minutes

Grammar: Adjectives

Vocabulary: Descriptive adjectives

Materials: Audio track, worksheet, flashcards



Warm-up (5 minutes)

- Model two examples, use gestures to reinforce meaning, and check pronunciation of adjectives.
- Students guess who it is.

Pre-listening (10 minutes)

Activity 1:

- Ask students to read short definitions on their worksheet and write the correct adjective.
- Say each adjective aloud so they can hear and repeat it (brief shadowing).
- Clarify meanings using gestures or pictures.

Activity 2:

- Tell students to think of a person they admire (family member, friend, or celebrity).
- Ask them to write four adjectives to describe that person.
- Have some volunteers share with the class.

While-listening (20 minutes)

Activity 3:

- Tell students: “Now you will listen and repeat after the speaker.”
- Play the audio.
- Pause after each one and let students repeat softly.
- Then, play it again for them to identify who speaks first, second, or third.

Activity 4:

- Say: “Listen again and circle the correct answer for each question.”
- Play the audio twice.
- Check comprehension and clarify any confusing adjectives.

Post-listening (10 minutes)

Activity 5:

- Tell students: “Draw a person you admire and write four sentences to describe them.”
- Walk around to assist with vocabulary and sentence structure.
- Invite volunteers to share their drawings and descriptions aloud.



LESSON 1 Describing people



Objective: At the end of the class, students will be able to describe a person using adjectives in a short description supported by a drawing.

Time: 45 minutes



Warm-up

Look at the pictures and adjectives. Write the correct adjective in the box. You can use some adjectives more than once.

young tall short handsome
funny old beautiful



.....
.....
.....



young
.....
.....



.....
.....
.....

Pre-listening

1. Read the definitions carefully and write the correct adjective in front of each definition

young tall short handsome
funny old beautiful

1. old This person has many years of life and experience.
2. _____ People laugh a lot when they are around this person.
3. _____ This person is not very tall.
4. _____ Looks very attractive or has a nice face.
5. _____ Someone who has not lived for many years yet.
6. _____ This person is taller than most people.
7. _____ Has a very nice appearance that is pleasant to see.

2. Think of your favorite person, family, friend, or celebrity, and describe them using four adjectives from the last activity. Then share with the class.

My favorite person

- My favorite person is
- He/She is,, and
- I like him/her because.....

While-listening



Mumbling

3. Listen to each short sentence and repeat it with the speaker. Then listen again and write who spoke first, second, and third in the table.



Description
number

Who is it?

1st

2nd

3rd

4. Listen to the audio. Circle the correct answer for each question.



1. Select the adjectives that describe Anna.

- a) Young and short b) Old and tall c) Beautiful and serious

2. What does David look like?

- a) Tall and handsome b) Short and funny c) Old and serious

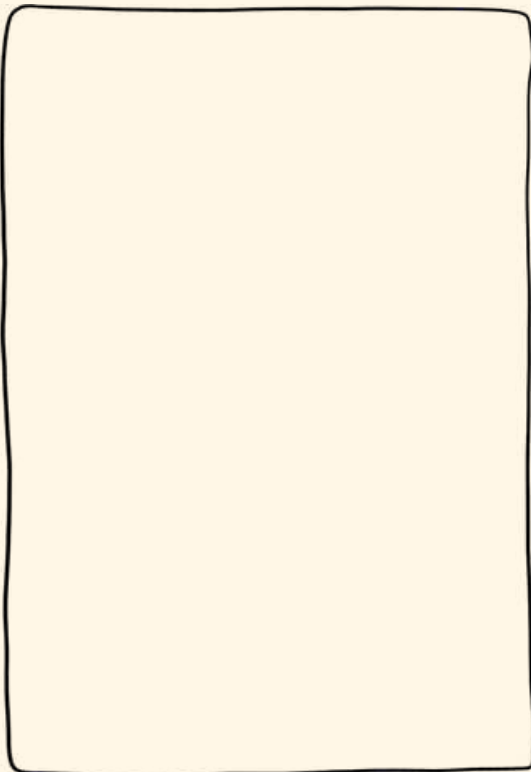
4. What adjectives describe Maria?

- a) Old and beautiful b) Young and funny c) Short and handsome

Post-listening

5. Draw a person you admire. Then, write 4 sentences to describe this person using the adjectives.

young tall short handsome
funny old beautiful





Unit 2, Lesson 2: Places in my neighborhood

Lesson Overview

Level: A1-A2

Time: 45 minutes

Vocabulary: park, library, grocery store, church, movie theater, bus station, school, bakery

Materials: Audio track, worksheet, flashcards



Warm-up (5 minutes)

- Say clues aloud, e.g., “You can read books here” → library.
- Students raise their hands and guess the place.
- Show a picture after each answer for visual support.

Pre-listening (10 minutes)

Activity 1:

- Ask students to look at the pictures on their worksheet and write the name of each place.
- Say each word aloud; students repeat softly after you (brief shadowing).
- Correct pronunciation as a group.

Activity 2:

- Tell students to complete the missing letters in the list of words (e.g., p_ _ k).
- Allow them to work in pairs.
- Monitor and provide hints if needed.

While-listening (20 minutes)

Activity 3:

- Say: “Listen and repeat what you hear”.
- Play the audio again and pause after each question for students to write.
- Replay if needed to confirm answers.
- Help students identify key phrases

Activity 4:

- Play the audio again.
- Students complete the sentences with the correct words from the list.
- Review answers together.

Post-listening (10 minutes)

Activity 5:

- Ask students to work in pairs and answer.
- Circulate and support with vocabulary.
- Invite volunteers to share short answers.



LESSON 2

Places in my neighborhood



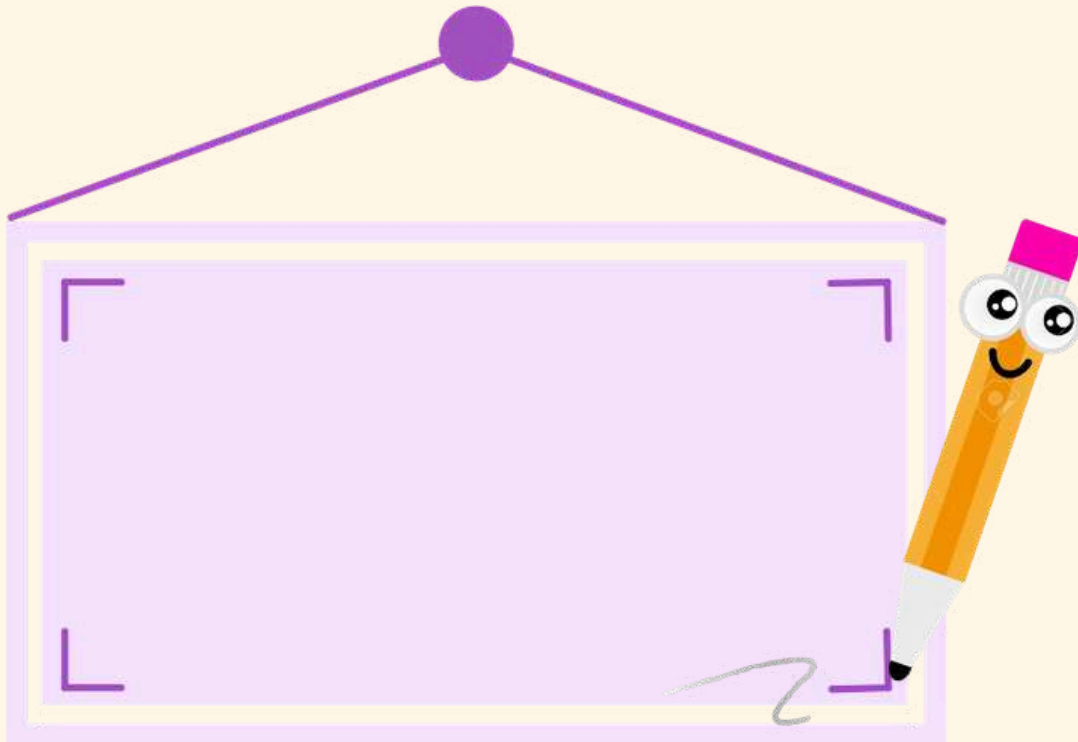
Objective: At the end of the class, students will be able to talk about places in their neighborhood and their weekend routines.

Time: 45 minutes



Warm-up

Say the names of different places in your neighborhood.



Pre-listening

1. Write the correct name below each picture.

park library grocery store church movie theater bus station school bakery



grocery store



2. Complete the words with the missing letters.

1.p _ a _ r _ k

2.l _ b _ _ ry

3.gr _ c _ ry st _ _ e

4.ch _ _ ch

5.m _ _ ie the _ t _ r

6.b _ s st _ _ ion

7.s _ h o _ l

8.b _ k _ ry

While-listening



Text-
Presented
Shadowing

3. Listen to your teacher and repeat what you hear. Then, listen to the audio and answer the questions below.



- Where do Esteban and his mom go to buy fruits and snacks?

- Where is the movie theater located?

- What place is behind the police station?

- What is next to the bus station?

4. Listen to the audio again and complete the sentences with the correct words.



park - library - grocery store - church - movie theater
bus station - school - bakery

- There is a _____ behind the _____. I like to go there to play soccer and ride my bike.
- The _____ is in front of the _____, and I often go there after school.
- The grocery store is between two shops. I usually go there with my mom to buy fruits and snacks.
- The _____ is next to the _____.
- My favorite place is the _____, and it is in the _____.

Post-Listening

5. Work in pairs and take turns answering the following questions.

- What places are there in your neighborhood?
- Which place do you like the most? Why?
- Where do you usually go on weekends?"



Unit 2, Lesson 3: Famous cities of Ecuador

Lesson Overview

Level: A1–A2

Time: 45 minutes

Vocabulary: market, old houses, mountains, rainforest, beach, river, waterfall

Materials: Audio track, worksheet, picture, or a map of Ecuador



Warm-up (5 minutes)

- Show pictures of Guayaquil, Quito, and Tena.
- Ask: “Do you know these cities?” “What do you think is in each one?”
- Accept short answers in English or Spanish, then confirm vocabulary in English.
- Introduce the theme of Ecuadorian cities.

Pre-listening (10 minutes)

Activity 1:

- Students match the words (market, beach, mountains, etc.) to the correct definitions.
- Read each definition aloud and let them repeat the word (shadowing).
- Check as a class.

Activity 2:

- Students complete short sentences using words from the box.
- Check understanding of the new vocabulary before listening.
- Familiarize students with key words they will hear in the audio.

While-listening (20 minutes)

Activity 3:

- Tell students: “Listen and repeat with the speaker.”
- Play the audio in short parts.
- After repeating, students listen again and mark each sentence as True or False.

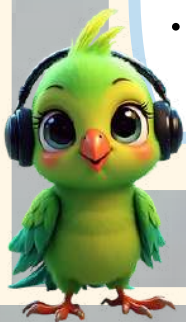
Activity 4:

- Play the audio again and ask students to complete the missing words.
- Check answers as a class.
- Clarify difficult words and replay sections as needed.

Post-listening (10 minutes)

Activity 5:

- Students prepare a short oral or written presentation about their favorite city in Ecuador.
- Let a few students share their ideas.
- Encourage correct use of learned vocabulary and give positive feedback.



LESSON 3

Famous cities of Ecuador



Objective: At the end of the class, students will be able to talk about their favorite cities in Ecuador using class vocabulary and ideas.

Time: 45 minutes



Warm-up

Look at the pictures and answer the questions.

- Do you know these cities?
- What do you think is in each one?



Pre-listening

1. Write the words in the box next to the correct definition.

market – old houses – mountains – rainforest – beach – river

mountains

Big natural places with high land and rocks.

_____ Buildings that are not new and have a long history.

_____ A sandy or rocky place near the sea where people can swim.

_____ A place where people buy and sell food and other things.

_____ A hot forest with many trees and lots of rain.

_____ Water falling down from a high place like rocks.



2. Complete the sentences with the correct word.

beach – river – market – old houses – mountains – rainforest

- People like to buy fresh fruits and vegetables at the market every Saturday.
- The city has many _____ that were built more than 100 years ago.
- We can see the _____ covered with snow in the distance.

- The _____ is full of tall trees and many animals.
- The children love to play on the _____ near the sea.
- A _____ flows through the forest and gives water to the plants.

While-listening



Text-
Presented
Shadowing

3. Listen and repeat the sentences after your teacher. Then listen to the audio and write T (True) or F (False).



Sentences	T-F
Guayaquil is the largest city in Ecuador.	T
The weather in Guayaquil is cold and rainy.	
People visit Quito to learn about its history and culture.	
Quito is next to the beach.	
Tena is in the Amazon region and has many rivers.	
People like to swim in the river and visit waterfalls in	

4. Listen and write the missing words in the blanks.



- In Guayaquil, people eat _____ and _____ in many restaurants.
- Toristas in Guayaquil like walking along the _____.
- In Quito, there are many old _____ and beautiful _____.
- In Tena, people can see animals and learn about _____.



Post-listening

5. Prepare a short presentation about your favorite city in Ecuador using class vocabulary.



You can use this guide:

- My favorite city is _____.
- It is in the _____.
- The weather is _____.
- People like to _____.
- I like this city because _____.



A child with long brown hair, wearing a light-colored jacket and dark pants, stands in a field of tall grass. The child is holding a white paper airplane high in the air with their right hand. The background is a dramatic sunset with a bright sun low on the horizon, casting a golden glow over the scene. The sky is filled with soft, wispy clouds.

UNIT

3

**DREAMS
AND THE
FUTURE**

Unit 3, Lesson 1: What are your dreams for the future?

Lesson Overview

Level: A1–A2

Time: 45 minutes

Grammar: Will for future actions

Vocabulary: dream, world, home, mind, live, care, crazy

Materials: Audio track of the song “A Million Dreams,” worksheet, projector or board, markers.



Warm-up (5 minutes)

- Have students stand in a circle and pass a soft ball while music plays.
- When the music stops, the student holding the ball says one dream for the future (e.g., “I will be a teacher”).
- Continue until most students have participated.

Pre-listening (10 minutes)

Activity 1:

- Ask students to match the words with the pictures on their worksheet.
- Read each word aloud and let students repeat after you.
- Verify understanding by asking simple questions: “Where can you see the world?”

Activity 2:

- Tell students to read a few lines from the song and predict what it might be about.
- Discuss their ideas in pairs for one minute.
- Activate vocabulary comprehension and guide predictions about the topic

While-listening (20 minutes)

Activity 3:

- Tell students: “Now listen and repeat each line after the singer.”
- Play the first part of the song in short chunks (one line at a time).
- Then, play the full section again and ask them to circle the words they hear.

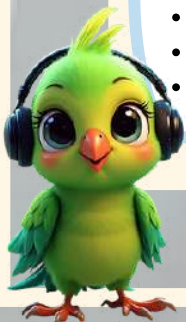
Activity 4:

- Play the next part of the song and ask students to put the lines in the correct order as they listen.
- Check as a class.
- Replay difficult sections and clarify meaning of unknown phrases.

Post-listening (10 minutes)

Activity 5:

- Ask students to write five sentences about their own future dreams using will (e.g., “I will travel to Japan.”).
- Tell them to draw a small picture representing their biggest dream.
- Invite volunteers to share.
- Walk around, helping with vocabulary and checking grammar accuracy.



LESSON 1 What are your dreams for the future?



Objective: At the end of the class, students will be able to write simple sentences about their future dreams using will to express future actions, and illustrate their ideas with a drawing.

Time: 45 minutes



Warm-up

Work in a circle. Pass the ball while music plays. When the music stops, the person with the ball shares a dream.



I will be...
I will go...
I will have...



Pre-listening

1. Match the words with the pictures by drawing a line.



eyes

world

door

home

crazy

mind

care

live



2. Read the sentences and think about what the song "A Million Dreams" could be about.

- A world that's waiting up for me
- We can live in a world that we design



While-listening



Text-Presented
Shadowing

3. Listen and sing with the singer. Then listen again and circle the word you hear.



I (close/open) my eyes and I can see
A world that's waiting (down / **up**) for me
That I call my (own / home)
Through the (dark / park), through the door
Through where no one's (been/been) before
But it feels like (home / hope).

4. Listen to the song and write the letters in the order you hear them.



I

- a. Through the dark, through the door
- b. I close my eyes, and I can see
- c. But it feels like home
- d. A world that's waiting up for me
- e. That I call my own
- f. Through where no one's been before

I	
1	b
2	
3	
4	
5	
6	

II

- a. I don't care, so call me crazy
- b. We can live in a world that we design
- c. They can say it all sounds crazy
- d. They can say I've lost my mind

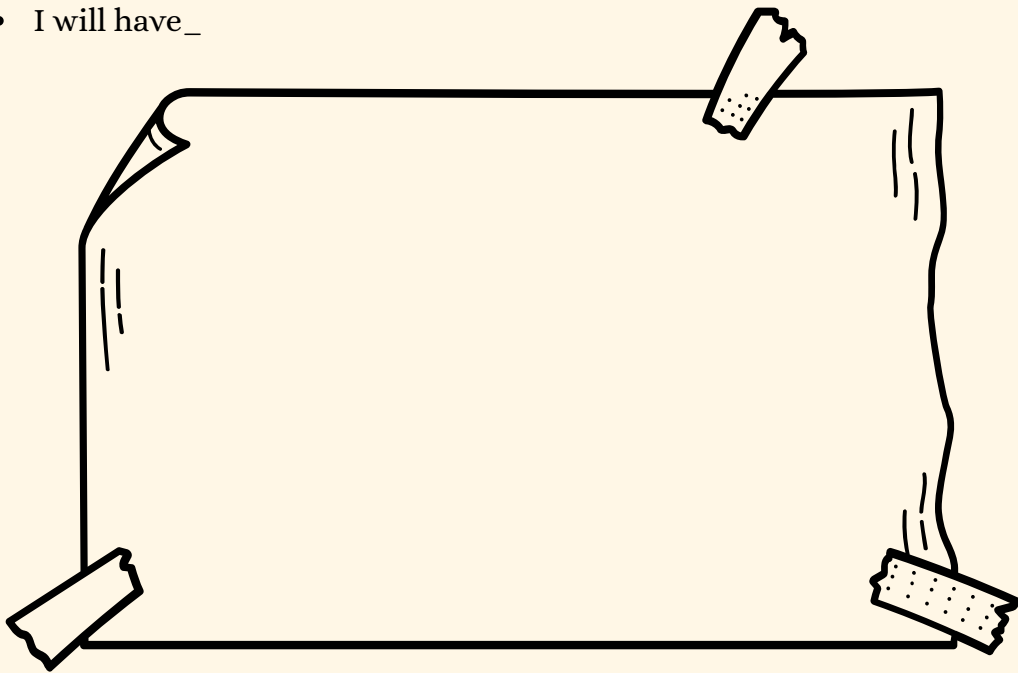
II	
1	
2	d
3	
4	

Post-listening

5. Think about your future dreams. Write five sentences about what you want, then draw a picture of your dream.

Use these

- I will be__
- I will go__
- I will have_



Hi, my name is

Unit 3, Lesson 2: A future trip

Lesson Overview

Level: A1-A2

Time: 45 minutes

Grammar: Be going to for future plans

Vocabulary: plane, suitcase, passport, beach, mountain, map, temple, desert

Materials: Audio track, worksheet, flashcards



Warm-up (5 minutes)

- Show pictures of famous landmarks (Eiffel Tower, pyramids, Mount Fuji).
- Ask: "Where is this place?" and encourage short answers.
- Model: "It's in France." / "It's in Japan."
- Provide examples using be going to in context: "I'm going to travel to Egypt".

Pre-listening (10 minutes)

Activity 1:

- Ask students to match travel-related words with their meanings.
- Read each word aloud and let students repeat after you.
- Show pictures for support and confirm pronunciation.

Activity 2:

- Tell students: "Before listening, answer these questions with a partner."
- Give them 2-3 minutes to share.
- Encourage use of I'm going to... and listen for correct use of structures.

While-listening (20 minutes)

Activity 3:

- Say: "Now listen carefully and repeat each line after the speaker."
- Play the conversation in short chunks.
- Pause after each line and allow students to repeat softly in chorus.
- Then, play the conversation again so students can color or mark the countries mentioned.

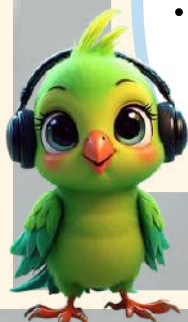
Activity 4:

- Play the conversation again.
- Students choose the correct option.
- Review answers as a class.

Post-listening (10 minutes)

Activity 5:

- Ask students to answer questions using I am going to...
- Students write short sentences and share with a partner.
- Support grammar use and pronunciation while monitoring pair work.



LESSON 2

A future trip



Objective: At the end of the class, students will be able to describe their plans for a future trip using be going to in written form.

Time: 45 minutes



Warm up

Look at the pictures of these famous places. Guess the country and say one short sentence.

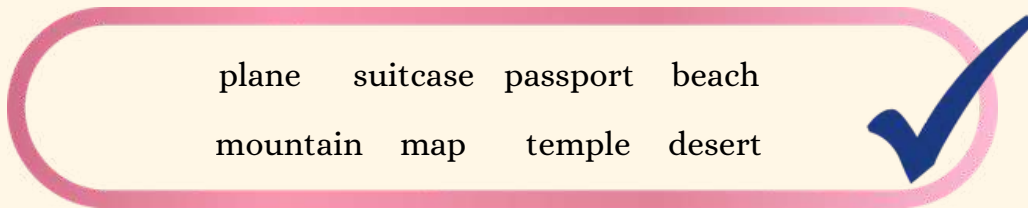


I'm going to visit...



Pre-listening

1. Write the words with the correct meaning.



beach	A place with lots of sand and very little water
	A building for worship or religious activities
	A piece of paper or card that lets you travel to other
	A large area of sand, sea, and sun where people swim
	A vehicle that flies in the sky
	A bag to carry your clothes when you travel
	A large natural elevation of the Earth's surface
	A drawing that shows streets, countries, or cities

2. Answer the following questions and share your ideas with your classmates.

Where are you going to travel in the future?

Who are you going with?

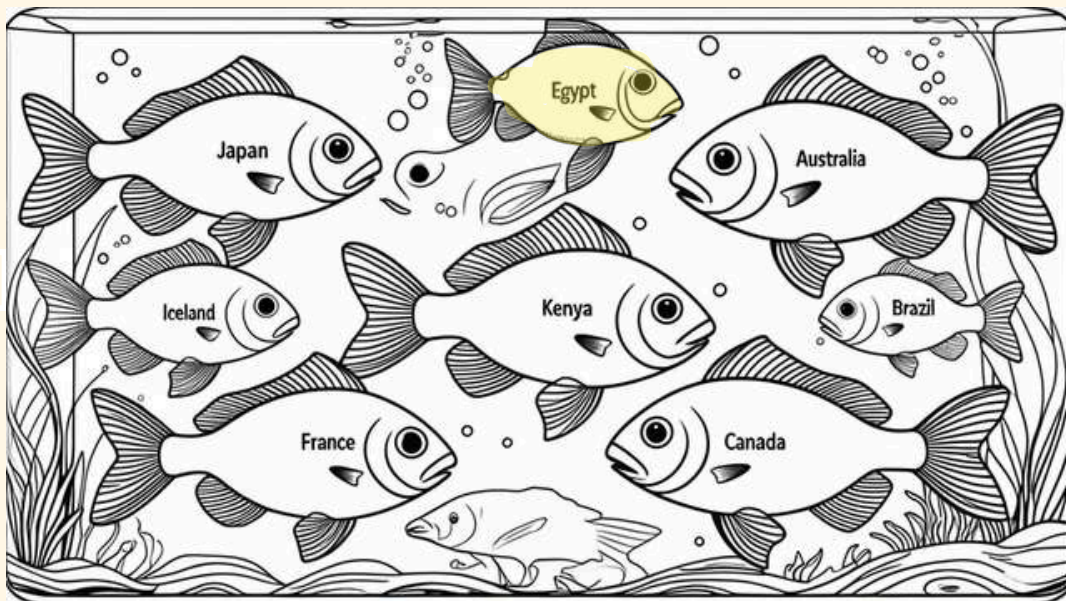


While-listening



Mumbling

3. Listen and repeat each line with the speaker. Then color the countries the children mention.



4. Listen to the conversation and circle the correct answer

What are Emma and Lucas talking about?

- a) Their favorite foods
- b) Their future travel dreams
- c) Their favorite movies

Where does Emma want to go first?

- a) Japan
- b) Egypt
- c) Iceland

What does Lucas want to see in Japan?

- a) The Great Wall
- b) Mount Fuji
- c) The Eiffel Tower

Where does Emma want to see the Northern Lights?

- a) Kenya
- b) Iceland
- c) Australia

What animal does Lucas want to see in Kenya?

- a) Lions
- b) Penguins
- c) Bears

Post-listening

5. Answer the questions using "I am going to". Write your ideas.

- Where are you going to travel in the future?

- What are you going to do there?

- Who are you going to travel with?



Unit 3, Lesson 3: My dream job

Lesson Overview

Level: A1-A2

Time: 45 minutes

Vocabulary: chef, pilot, teacher, engineer, policeman, nurse, singer, doctor

Materials: Audio track, worksheet, flashcards of jobs



Warm-up (5 minutes)

- Describe a job without naming it (e.g., “I help sick people. I work in a hospital.”).
- Students guess: “You’re a doctor!”
- Repeat with several examples, then let students take turns describing one job.
- Model one or two examples clearly, use gestures, and provide feedback.

Pre-listening (10 minutes)

Activity 1:

- Ask students to look at the pictures and write the name of each job.
- Read each one aloud and let them repeat after you for pronunciation.
- Check answers as a class.

Activity 2:

- Have students work in pairs to answer.
- Give them time to share short ideas.
- Walk around and help with vocabulary or sentence formation.

While-listening (20 minutes)

Activity 3:

- Say: “Listen carefully and repeat each line after the speaker.”
- Play the recording in short parts, pausing after each line for students to repeat softly.
- Then, play the entire audio again so they can number the speakers in the correct order.

Activity 4:

- Tell students to listen again and match each phrase with the correct speaker.
- Check answers as a class and replay parts if needed.
- Clarify any unclear sections and confirm comprehension.

Post-listening (10 minutes)

Activity 5:

- Ask students to create a mini-poster about their dream job.
- They answer the 3 questions.
- Let some students present their posters briefly.
- Provide support with spelling and sentence structure; praise creativity.



LESSON 3

My dream job



Objective: At the end of the class, students will be able to describe their plans for a future trip using be going to in written and spoken form.

Time: 45 minutes



Warm up

What job does it represent? Try to guess .



Pre-listening

1. Look at the pictures and write the name of each job.

chef pilot teacher engineer
policeman nurse singer doctor





chef













2. Work in pairs. Answer the following questions.



- What is your dream job?
- Why do you like it?

While-listening



Mumbling

3. Listen and repeat what each speaker says. Then, put the speakers in the correct order by writing 1, 2, 3.



Carlos



Isaac



Ana

4. Listen to the audio and draw a line to match each phrase with the correct speaker.



Ana

Carlos

Isaac

loves flying

enjoys building and creating things

help children learn

wants to design helpful projects

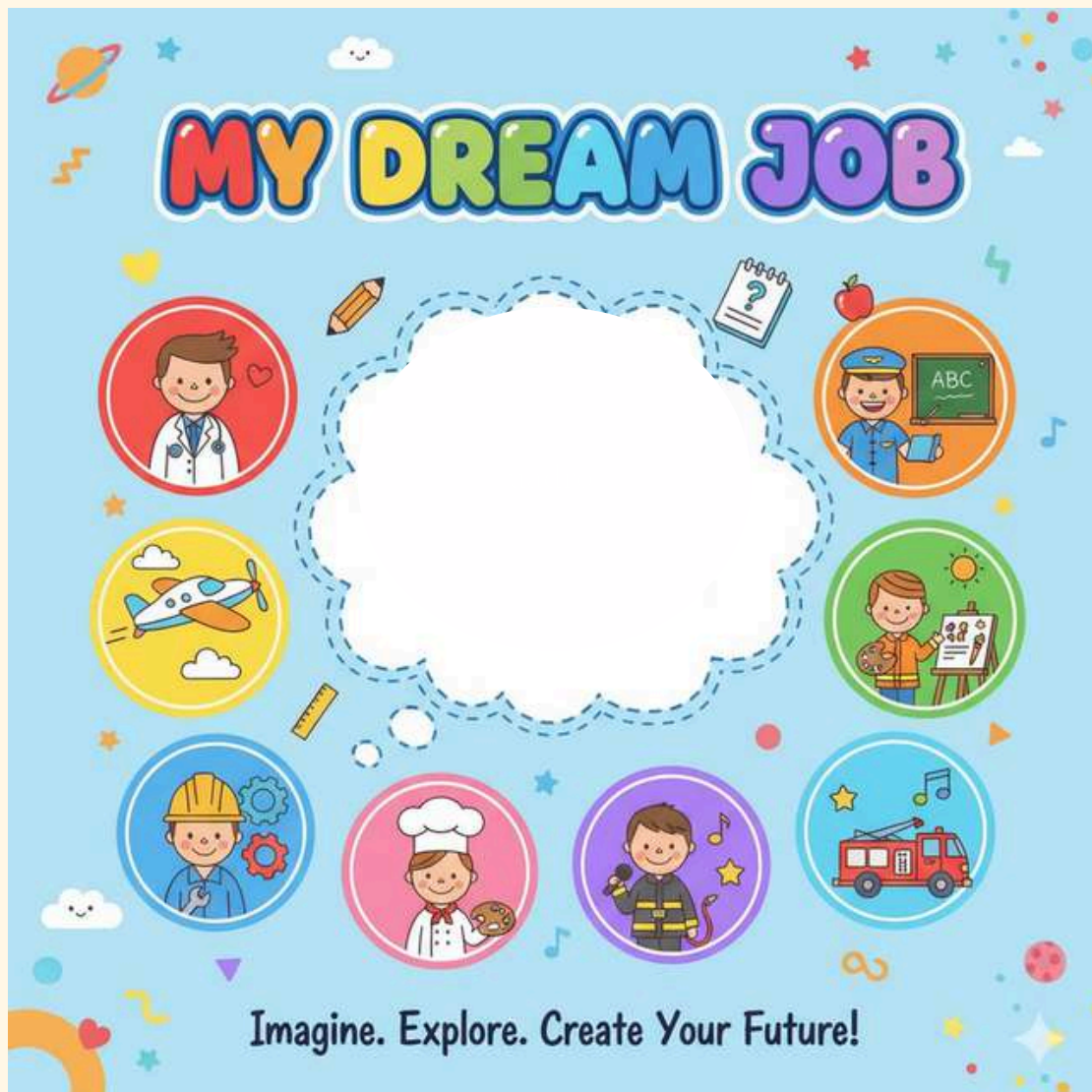
wants to travel the world

Wants to be a teacher

Post-listening

5. Make a mini poster about your dream job. Answer these three questions on your poster. Then use your poster to talk to the class.

- “I want to be... because...”
- What you like about this job
- What skills or talents you have for it
- How this job can help other people



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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Listening comprehension represents a challenge for students learning English as a foreign language, especially among eighth graders, who have limited exposure to authentic English. Research reveals that students struggle to understand spoken English due to their limited vocabulary, unfamiliarity with pronunciation, and lack of consistent listening practice inside and outside the classroom. These challenges emphasize the need to implement new strategies that increase students' exposure to English.

Both educators and learners understand how critical it is to enhance listening comprehension. Teachers in this area emphasize other facets of the language, like speaking and grammar, because there aren't enough hours available for English classes. Students find it difficult to comprehend spoken information as a result, and their self-confidence in their ability to listen diminishes.

Shadowing is proposed as a technique to enhance listening comprehension in learners of English as a foreign language, by simultaneously developing auditory recognition, pronunciation, rhythm, and fluency through immediate repetition of what is heard. In other words, it transforms passive listening into active listening. Therefore, it is beneficial for educators to understand its advantages and apply it to enhance language skills, including auditory comprehension.

Phrase shadowing, shadow reading, mumbling, text-presented shadowing, and pre-shadowing are the best shadowing strategies for eighth-grade pupils. By providing repeated and organized exposure to brief English passages, these methods enhance pronunciation and listening comprehension. They are simple to implement at the A1 level because of their guided approach. When the instructor facilitates, strong and useful implementation is accomplished.

The teaching guide "Shadowing in Action: Listen and Repeat!" supports teaching practices to improve listening comprehension in students of English as a foreign language. It includes lessons with activities that integrate the shadowing technique and clear instructions. Furthermore, it offers authentic listening materials with dynamic activities based on the Ministry of Education's eighth-grade modules, aligned with CEFR A1 standards. It provides structured and flexible activities, as well as a methodological framework that allows teachers to regularly incorporate shadowing into their classes, receiving positive feedback from teachers for its relevance and applicability in the classroom during the sharing session.

This study reveals the pressing need for ongoing innovation in EFL listening comprehension instruction. The guide proposes activities with an adaptable structure that allows teachers to extend them to new units, levels, and contexts, ensuring their long-term applicability.

Likewise, by promoting consistent exposure to spoken English, the guide encourages teachers to adopt more interactive and student-centered listening practices. This helps to strengthen language proficiency.

5.2 Recommendations

Teachers are encouraged to integrate shadowing activities regularly into their English lessons, as this technique provides students with constant exposure to spoken language and reinforces listening comprehension in a meaningful way. Start with brief, easy exercises at the beginning, such as dialogues, mini-stories, or classroom instructions. To improve students' listening comprehension, progressively increase the length and difficulty of exercises as they become more comfortable with the method.

To improve listening comprehension, use a variety of resources, including dialogues, recorded conversations, brief podcasts, and real audio recordings. Use technology whenever possible. In this regard, the proposed academic guide includes dynamic activities with downloadable audio files that can be stored on devices. This ensures that listening comprehension tasks can be carried out despite connectivity limitations. In this way, an immersive environment is created, which is necessary for language acquisition.

Teachers must continually update themselves on new methods and techniques to choose the most effective strategies and activities that lead to better academic results. The use of innovative resources and activities reflects commitment to the needs of students and to different learning styles.

Student engagement rises in encouraging, supportive classrooms. To build their confidence and motivation for improving English, acknowledge efforts, offer encouragement, and let them practice freely without fear of mistakes. Simple tactics like classroom challenges or group activities can greatly heighten interest.

For long-term effects, **Shadowing in Action: Listen and Repeat!** should be applied regularly. Its structured activities aligned with national curriculum and CEFR A1 standards and based on shadowing improve listening comprehension while making learning fun. Classroom implementation fosters positive changes, where students will learn more, participate more actively, and gain more self-assurance in their listening abilities.

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ANNEXES

Annex 1: Instruments validation



UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 13 de mayo de 2025

Doctora-PhD

Sandra Mariana Guevara Betancourt

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente la validación de las encuestas de Investigación del Proyecto **Shadowing Techniques to Improve Listening Comprehension in Eighth-Grade Students at 28 De Abril School**. Previo a la obtención del título de Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, mención Inglés, para lo cual, encontrará adjuntas las encuestas y los respectivos instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Diana Villacís', is written over a horizontal line.

Nombre: Diana Fernanda Villacís Criollo

C. C.: 1004152557

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Shadowing Techniques to Improve Listening Comprehension in Eighth-Grade Students at
28 de Abril School

SURVEY FORMAT FOR THE STUDENTS

Your information will be confidential, and the results will be used solely for educational purposes. All collected data will remain anonymous.

Objective

To identify the methods and resources teachers use to reinforce their students' listening comprehension in the English classroom.

Personal Information

Age: _____

Gender:

Female Male

QUESTIONS

Mark with an X the answer that best represents your opinion.

1. How much do you enjoy your English classes?

Not at all A little It's okay A lot I love it

2. How important is learning English for you?

Not important A little important It's okay Important Very important

3. How difficult is it for you to understand lessons when your teacher speaks completely in English?

Not difficult A little difficult Sometimes difficult Difficult
 Very difficult



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4. Do you think practicing listening helps you get better at English?

- No A little I'm not sure Yes Yes, a lot

5. Which of the following resources are the most used by your English teacher to practice listening skills? (You can choose more than one option.)

- Audiobooks
- Videos
- Games
- Songs
- All of the above:

6. Which activities does your teacher use when practicing listening in class? (You can choose more than one option.)

- Look at pictures and guess what the audio will be about
- Listen to conversations or dialogues
- Complete activities while listening
- Pair and group discussion
- All of the above:

7. In your English classes, have you ever done activities where you listen and repeat them right away, like lyrics, conversations, and dialogues?

- Never Rarely Sometimes Often Always

8. Would you like to do more activities where you listen and repeat in English?

- Yes No

Thank you for your help!



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PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: Shadowing Techniques to Improve Listening Comprehension in Eighth-Grade Students
at 28 de Abril School

FORMATO DE ENCUESTA PARA LOS ESTUDIANTES

Su información será confidencial y los resultados se utilizarán únicamente con fines educativos.
Todos los datos recogidos serán anónimos.

Objetivo

Identificar los métodos y recursos que emplean los docentes para fortalecer las habilidades auditivas de sus estudiantes en el aula de inglés.

Información Personal

Edad: _____

Sexo:

Femenino Masculino

PREGUNTAS

Marca con una X la respuesta que mejor represente tu opinión.

1. ¿Cuánto disfrutas tus clases de inglés?

Para nada Un poco Está bien Mucho Me encanta

2. ¿Qué tan importante es para ti aprender inglés?

Nada importante Un poco importante Está bien Importante
 Muy importante

3. ¿Qué tan difícil es para ti entender las clases cuando tu profesor habla completamente en inglés?

Nada difícil Un poco difícil A veces difícil Difícil
 Muy difícil



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4. **¿Crees que practicar listening te ayuda a mejorar en inglés?**
- No Un poco No estoy seguro Sí Sí, mucho
5. **De los siguientes recursos ¿Cuáles son los más usados por tu profesor de inglés para practicar actividades de escucha ? (Puedes elegir más de una opción)**
- Audiolibros
 - Videos
 - Juegos
 - Canciones
 - Todas las anteriores
6. **¿Qué actividades utiliza tu profesor para practicar la escucha en clase? (Puedes elegir más de una opción)**
- Mirar imágenes y adivinar de qué tratará el audio
 - Escuchar conversaciones o diálogos
 - Completar actividades mientras escuchas
 - Discusión en pareja o grupo
 - Todas las anteriores
7. **En tus clases de inglés, ¿alguna vez has hecho actividades en las que escuchas y repites de inmediato, como letras de canciones, conversaciones y diálogos? Nunca**
- Rara vez A veces A menudo Siempre
8. **¿Te gustaría hacer más actividades donde escuchas y repites en inglés?**
- Sí No

¡Gracias por tu colaboración!



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Shadowing Techniques to Improve Listening Comprehension in Eighth-Grade Students at
 28 de Abril School

SURVEY FORMAT FOR THE ENGLISH TEACHERS AT 28 DE ABRIL SCHOOL

Your information will be confidential, and the results will be used solely for educational purposes. All collected data will remain anonymous.

Objective. To identify the methods and resources teachers use to reinforce their students' listening comprehension in the English classroom.

Personal Information

Service years _____

Educational level _____

QUESTIONS

Please answer the following questions and explain your response.

1. What motivates you the most about teaching English?

.....

2. Which of the following technological resources do you use in your classes to help students improve their listening skills? (You may select more than one.) Why?

- Audiobooks
- Videos
- Games
- Songs
- All of the above:

.....



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PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

.....

3. Which of the following activities do you do in your classroom to improve your students' listening comprehension? Why?

- Look at pictures and guess what the audio will be about
- Listen to conversations or dialogues
- Complete activities while listening
- Pair and group discussion
- All of the above:

.....

.....

.....

4. Do you consider that your students achieve the A1.1 level standards in the listening skill according to the curriculum? Explain why.

.....

.....

.....

5. Are you familiar with shadowing techniques?

- Yes No

6. If your answer to question 5 was YES, how do you think these techniques may help students develop language skills?

.....

.....

.....

7. Would you be interested in using shadowing techniques in your classes to improve your students' listening comprehension? Why and why not?

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			

Firma del Evaluador
 C.C.:1002503520.....

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	Doctora-PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	13 de mayo del 2025
Fecha de revisión del experto:	30 de mayo del 2025



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			


Firma del Evaluador:


C.C.:...1002503520.....

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	Doctora-PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	13 de mayo del 2025
Fecha de revisión del experto:	30 de mayo del 2025

Annex 2: Request for application of the instruments

 **UNIVERSIDAD TÉCNICA DEL NORTE**
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0092-O
Ibarra, junio 02 de 2025

PARA: Lic. Camilo Rayo
RECTOR DE LA UNIDAD EDUCATIVA 28 DE ABRIL

ASUNTO: Trabajo de integración curricular Srta. Villacís Criollo Diana Fernanda

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.


Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Srta. Diana Fernanda Villacís Criollo, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "SHADOWING TECHNIQUES TO IMPROVE LISTENING COMPREHENSION IN EIGHTH – GRADE STUDENTS AT 28 DE ABRIL SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
LUCIANO Fecha: 2025.06.02 12:31:08 -05'00'
REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez



Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
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www.utn.edu.ec


Página 1 de 1

Annex 3: Evidence of application of the instruments




Annex 4: Request for socialization of the final proposal

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2026-0010-O
Ibarra, 19 de enero de 2026

PARA: MSc. Camilo Rayo
RECTOR DE LA UNIDAD EDUCATIVA 28 DE ABRIL


ASUNTO: Trabajo de integración curricular Srta. Diana Fernanda Villacís Criollo

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita VILLACÍS CRIOLLO DIANA FERNANDA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la Guía con el tema: "SHADOWING IN ACTION; LISTEN AND REPEAT" perteneciente al trabajo de integración curricular: "SHADOWING TECHNIQUES TO IMPROVE LISTENING COMPREHENSION IN EIGHTH – GRADE STUDENTS AT 28 DE ABRIL SCHOOL".


Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


Firmado electrónicamente por:
JOSE LUCIANO REVELO
RUIZ
Validar documentos con Firmado

MSc. José Revelo
DECANO DE LA FECYT
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Página 1 de 1

Annex 5: Socialization of the proposal



Annex 6. Certificate of proposal socialization

 **UNIDAD EDUCATIVA "28 DE ABRIL"**
"Disciplina y Dignidad"
CÓDIGO AMIE 10H00083
Año Lectivo 2025 - 2026
CIRCUITO 10D01C06_08_10 AMIE 10H00083

 MINISTERIO DE EDUCACIÓN

El suscrito MSc. Camilo Eduardo Rayo, Rector (E) de la Unidad Educativa "28 de Abril", a petición escrita de la parte interesada y en uso de sus atribuciones legales:

CERTIFICA:

Que la **Srta. Diana Fernanda Villacis Criollo**, portadora de la cédula de ciudadanía N.° 1004152557, estudiante de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la **Universidad Técnica del Norte**, ha realizado actividades académicas en nuestra institución educativa como parte de su proceso investigativo para la elaboración de su trabajo de titulación.

La mencionada estudiante **socializó su propuesta de tesis** en el marco de su investigación con los docentes del área de inglés, cumpliendo con los protocolos establecidos por la institución y respetando los principios éticos del ámbito educativo.

Particular que certifico en honor a la verdad, para los fines únicamente académicos que la interesada estime convenientes

Ibarra, 23 de enero del 2026

Atentamente,



MSc. Camilo Eduardo Rayo
RECTOR (E)
Cedula: 0401107842
Correo: camilo.rayo@docentes.educacion.edu.ec
Celular: 0959114472

Carrera Simón Bolívar 2-37 y Eusebio Borrero email: secretariavelintiochodeabril@gmail.com