

IMPROVING LISTENING THROUGH WATCHING TV SERIES AND DEVELOPING SPEAKING THROUGH THE SHADOWING TECHNIQUE

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Abstract

This paper examines the integration of two innovative approaches in English language teaching: watching TV series to enhance listening skills and applying the shadowing technique to develop speaking skills. The study emphasizes the importance of authentic audiovisual input and real-time imitation as effective tools for communicative competence. By analyzing theoretical foundations and classroom practices, the research highlights the motivational and pedagogical value of combining entertainment-based learning with focused pronunciation training. Findings demonstrate that TV series provide contextualized and culturally rich input, while shadowing fosters fluency, accuracy, and confidence in oral production. The proposed methodology offers practical recommendations for teachers aiming to balance traditional methods with modern interactive strategies in EFL contexts.

Keywords: listening, speaking, TV series, shadowing technique, communicative competence, methodology.

Introduction

The role of listening and speaking as key elements of communicative competence has been emphasized in numerous studies. However, in traditional EFL classrooms, these skills are often underdeveloped. TV series represent an engaging and authentic resource that introduces learners to natural speech, varied accents, and cultural nuances. At the same time, the shadowing technique — which requires learners to repeat speech simultaneously with the speaker — helps refine pronunciation, rhythm, and fluency. The combination of these methods provides an innovative framework for improving oral communication.

Methodology

The methodology is based on the following approaches:

Krashen's Input Hypothesis (1985): authentic audiovisual input supports acquisition when comprehensible and context-rich.

Swain's Output Hypothesis (1985): meaningful production improves accuracy and fluency.

Task-Based Learning (Ellis, 2003): using TV series clips as tasks promotes both comprehension and oral interaction.

Shadowing Technique (Lambert, 1992): learners repeat speech immediately after listening, focusing on intonation and rhythm.

Practical steps include pre-watching vocabulary activation, intensive listening while watching episodes, and shadowing exercises to practice pronunciation. Digital tools and subtitles can also be used to support comprehension and self-correction.

Findings and Discussion

Observations and experimental results confirm that learners who regularly watch TV series show higher listening comprehension, particularly in recognizing colloquial expressions and fast speech patterns. Shadowing exercises contribute to improved fluency and intonation. Learners reported increased motivation, reduced speaking anxiety, and stronger confidence in communication. Integrating these methods also fosters autonomy, as learners can practice independently using digital platforms and media resources.

Conclusion and Recommendations

The integration of TV series for listening practice and shadowing for speaking development provides a powerful methodology for enhancing communicative competence. Teachers are encouraged to:

1. Incorporate level-appropriate TV series episodes into the curriculum.
2. Use shadowing systematically to train pronunciation, rhythm, and fluency.
3. Combine pre-, while-, and post-watching activities to maximize learning outcomes.
4. Encourage autonomous practice with digital tools and online resources.

Future studies should examine the long-term impact of combining these strategies on learners' overall communicative competence.

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