

The Impact of Shadowing Technique on EFL University Students' Speaking Fluency and Pronunciation Accuracy: An Empirical Study

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أثر تقنية التردد على دقة النطق لدى طلبة الجامعات الدارسين للغة الإنجليزية كلغة أجنبية: دراسة تجريبية

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Abstract

Speaking fluency remains one of the most challenging skills for English as a Foreign Language (EFL) learners due to real-time cognitive processing demands, speech hesitation, and pronunciation barriers. This empirical study investigates the pedagogical impact of the shadowing technique on enhancing oral fluency, pronunciation accuracy, and speaking confidence among undergraduate university students. Utilizing a convergent mixed-methods research design, quantitative data were gathered from 30 third-semester undergraduate English majors enrolled in the "Listening and Speaking 3" course at the Faculty of Languages and Translation, Misurata University. The intervention exposed students to structured shadowing tasks incorporating authentic audio-visual models. Assessment instruments included a structured 5-point Likert-scale questionnaire measuring core constructs of oral development and qualitative open-ended responses evaluating cognitive and behavioral shifts. Descriptive and inferential statistical analyses—including Pearson correlation analysis—demonstrate a statistically significant positive relationship between shadowing practice and enhanced oral performance ($r = .426$, $p = .019$). Quantitative findings indicate high self-reported gains in pronunciation accuracy (96.7% agreement) and speech fluidity (83.4% agreement). Qualitative thematic analysis further reveals that repetitive auditory-motor tracking significantly reduced speech anxiety, enhanced phonemic rhythm internalization, and fostered self-monitoring

competencies. The study concludes with pedagogical implications for integrating shadowing into L2 instructional frameworks and offers recommendations for future experimental research.

Keywords: Shadowing Technique, EFL Learners, Speaking Fluency, Pronunciation, Confidence, Language Development.

الملخص

تظل الطلاقة في التحدث إحدى أكثر المهارات تحديًا بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية، وذلك بسبب متطلبات المعالجة المعرفية في الوقت الفعلي، والتردد أثناء الكلام، والعوائق المرتبطة بالنطق. تبحث هذه الدراسة التجريبية في الأثر التربوي لتقنية التردد في تعزيز الطلاقة الشفهية، ودقة النطق. اعتمدت الدراسة تصميمًا بحثيًا مختلطًا تقاربيًا (Convergent Mixed-Methods Design)، حيث جمعت البيانات الكمية من 30 طالبًا وطالبة من طلبة اللغة الإنجليزية في الفصل الدراسي الثالث، والمسجلين في مقرر 3 Listening and Speaking بكلية اللغات والترجمة في جامعة مصراتة. وقد تعرض الطلبة خلال فترة التدخل إلى مهام منظمة قائمة على تقنية التردد، تضمنت نماذج صوتية وسمعية-بصرية. اشتملت أدوات التقييم على استبانة منظمة وفق مقياس ليكرت الخماسي (5-Point Likert Scale)، هدفت إلى قياس الجوانب الأساسية للتطور الشفهي، بالإضافة إلى استجابات نوعية مفتوحة لتقييم التحولات المعرفية والسلوكية لدى الطلبة. وأظهرت التحليلات الإحصائية الوصفية والاستدلالية، بما في ذلك تحليل ارتباط بيرسون (Pearson Correlation Analysis)، وجود علاقة إيجابية ذات دلالة إحصائية بين ممارسة تقنية التردد وتحسن الأداء الشفهي ($r = .426, p = .019$). وأشارت النتائج الكمية إلى ارتفاع مستوى التحسن الذي أبلغ عنه الطلبة ذاتيًا في دقة النطق (96.7%) وانسيابية الكلام (83.4%). كما كشفت نتائج التحليل الموضوعي للبيانات النوعية أن التتبع السمعي-الحركي المتكرر أسهم بصورة ملحوظة في الحد من القلق أثناء التحدث، وتعزيز ترسيخ الإيقاع الصوتي وتخلص الدراسة إلى مجموعة من الدلالات والتطبيقات التربوية المتعلقة بدمج تقنية التردد في طرق تدريس اللغة الثانية (L2)، كما تقدم توصيات لإجراء المزيد من الدراسات التجريبية المستقبلية.

الكلمات المفتاحية: تقنية التظليل الصوتي، متعلمو اللغة الإنجليزية كلغة أجنبية، الطلاقة في التحدث، النطق، الثقة بالنفس، تطوير اللغة.

1.1 Introduction:

This study is organised into five chapters. In chapter one, the researchers introduce the problem and its background. After that, the researchers discuss the statement of the problem, research questions, objectives of the study, the research hypothesis, significance of the study, scope and limitations of the study, and the definition of key terms.

1.2 The background of the study

In today's globalized world, the English language has emerged as a dominant medium in various fields, including business, education, and international relations. As a result, proficiency in English language skills (listening, reading, writing, and speaking) has become increasingly essential for learners (Eisenmann, 2017; Goh, 2018). These four skills collectively enable effective communication, making them critical components of language proficiency (Richards, 2006). Among these, speaking is often regarded as the most crucial for real-world interaction, as it allows individuals to convey ideas, express emotions, and engage in meaningful dialogue. However, it presents particular challenges for learners of English as a Foreign Language (EFL) due to its spontaneous and interactive nature (Brown, 2007).

Speaking fluency is a fundamental aspect of language learning, as Brown (2007) emphasizes that speaking is one of the core skills necessary for learners to acquire, facilitating

communication and interaction in real-life situations. Fluent speaking not only enhances communication but also builds learners confidence and capacity to engage in meaningful conversations. Fluency, is defined as the ability to produce speech with minimal hesitation and a natural rhythm, is a key component of communicative competence (Ur, 2012). Unlike accuracy, which emphasizes grammatical correctness, fluency focuses on effective and efficient communication. This distinction is supported by Nation (1989), who highlights that fluency activities prioritize the message over the form, enabling learners to develop automaticity in language use.

Fluency is very important in language learning. Research shows that speaking proficiency is a key factor in overall language ability. This also affects academic performance and social integration (Nunan, 2005; Foster & Skehan, 1996). Achieving fluency in a foreign language can be difficult for many learners because they often find it hard to express their thoughts clearly and smoothly during spontaneous conversations. This can make it harder for them to improve their language skills (Baker & Westrup, 2003).

To address these challenges, a range of instructional strategies—such as shadowing, the Audio-Lingual Method (ALM), and the Communicative Approach—have been developed and studied with a focus on fostering speaking fluency. One such approach is the shadowing technique, which requires learners to listen to spoken language in realtime and simultaneously repeat what they hear. Researchers have recognized the effectiveness of shadowing technique in improving speaking fluency, pronunciation, and overall communicative competence (Sato & Lyster, 2012). By mimicking native speakers, learners can develop a natural rhythm and intonation that enhance their overall communicative competence.

The shadowing technique aligns closely with other established methods, such as the Audio-Lingual Method (ALM) and the Communicative Approach, in promoting speaking skills. The Audio-Lingual Method (ALM) is a way of teaching languages that focuses on helping students develop good speaking and listening habits through repetition and practice. It is based on the idea that language learning is a process of forming habits, so students repeat patterns and sentences many times to remember them. Therefore, both the shadowing technique and the Audio-Lingual Method (ALM) emphasize speaking and listening skills, helping learners enhance their pronunciation and fluency through repetition. Shadowing builds on the core principles of ALM in a more modern and adaptable manner, making it especially suitable for individuals learning. This alignment is evident in both methods reliance on repetitive drills and mimicry. Shadowing shares these characteristics with ALM, particularly in its focus on habit formation and imitation to achieve natural rhythm and accurate pronunciation (Larsen-Freeman & Anderson, 2011). While ALM traditionally employs pre-constructed dialogues, shadowing extends this approach by incorporating real-time, authentic listening materials, providing learners with opportunities to practice language in context. Thus, it represents a modern and adaptive extension of ALM (Richards & Rodgers, 2014).

By contrast with the Audio-Lingual Method (ALM) and the shadowing technique, the Communicative Approach prioritizes meaningful interaction and fluency over rigid drills. It encourages learners to engage in authentic communication and develop their ability to produce spontaneous speech (Canale & Swain, 1980). Shadowing complements this approach by equipping learners with the rhythm, intonation, and speech patterns needed for fluent and confident interaction. Studies indicate that integrating shadowing with communicative tasks can reduce hesitation, increase speech fluidity, and prepare learners for more effective participation in real-world conversations (Tsukada, 2008; Goh & Burns, 2012).

Studies have further highlighted the practical benefits of shadowing for fluency development. Wong (2015) documented significant improvements in speaking fluency among learners who practiced shadowing regularly, attributing these gains to the technique's ability to habituate learners to the pace and flow of natural speech. Additionally, shadowing has been linked to reduced speaking anxiety, a crucial factor for EFL learners, as demonstrated by Liao and Zhou (2017).

Given the significance of speaking fluency in second language acquisition, this aspect is well supported by Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input and its role in developing language proficiency. According to Krashen, fluency emerges when learners are exposed to meaningful and understandable language input, which techniques like shadowing can facilitate. Therefore, this study aims to investigate the effectiveness of the shadowing technique on the speaking fluency of third-semester English students. At this stage of their education, students generally have a foundational understanding of the language but often experience difficulties with spontaneous speaking tasks (Harmer, 2007). By examining the potential of shadowing to complement and enhance methods like ALM and the Communicative Approach, this research seeks to contribute to the body of knowledge surrounding effective teaching strategies in the EFL context.

1.3 Problem statement

English students in their third semester often face challenges in speaking fluency, such as hesitation, mispronunciation, and lack of coherence, which affect their ability to communicate effectively. The selection of third-semester students for this study is intentional, as they are at a transitional developmental stage; they possess foundational knowledge of English from earlier instruction but are not yet considered advanced or highly proficient. This makes them a particularly relevant sample for examining challenges in speaking fluency. The shadowing technique—a method that involves listening and immediately repeating speech without pauses (Karasawa, 2010)—has shown potential in addressing these issues by enhancing fluency, pronunciation, and intonation. However, limited research has been conducted locally on how this technique may be effectively implemented at this academic level. Therefore, this study aims to investigate the effectiveness of the shadowing technique in improving speaking fluency among thirdsemester English students and to explore their perceptions of the strategy. The findings are expected to provide practical insights for improving speaking proficiency and informing teaching strategies tailored to students at this stage of learning.

1.4 Research Questions

1. What is the impact of using shadowing technique in EFL classes?
2. To what extent does the use of the shadowing technique in speaking classes enhance learners' speaking fluency and self-confidence?

1.5 The Research Objectives

The objectives of this study are to investigate and clarify the following:

1. To evaluate the effectiveness of the shadowing technique in improving overall speaking fluency of third-semester English students.
2. To investigate the effect of the shadowing technique on pronunciation accuracy among third-semester students.
3. To identify students perception of shadowing teaching method for improving speaking fluency.

1.6 Research Hypothesis

1. The shadowing technique will significantly improve the speaking fluency of thirdsemester English students.
2. The shadowing technique will reduce hesitation in speech among third-semester English students.
3. The shadowing technique will enhance pronunciation accuracy among thirdsemester English students.
4. The shadowing technique will increase the confidence of third-semester English students in speaking English fluently.

1.7 Significance of the Study

This study holds significance for the following reasons:

- It focuses on third-semester English students at the Faculty of Languages and Translation, Misurata University, aiming to support them in developing their speaking fluency.
- The research identifies the effectiveness of the shadowing technique in addressing common challenges faced by students, such as hesitation, mispronunciation, and lack of coherence.
- By evaluating this technique, the study provides insights into strategies that can help learners communicate more clearly and confidently in English.
- Although the primary target is the students, the findings can also benefit teachers by informing effective classroom practices and guiding curriculum development to enhance spoken language proficiency.
- Ultimately, the research contributes to improving language learning outcomes within the department by bridging the gap between theory and practice in speaking instruction.

1.8 Scope of the Study

This study focuses on investigating the impact of the shadowing technique on the speaking fluency of third-semester students in the Faculty of Languages and Translation at Misurata University. It examines how shadowing influences key areas of fluency, including hesitation, pronunciation, and coherence, which are critical for effective communication in English. Data will be collected through surveys among third-semester students to gain insights of students speaking performance and measure changes resulting from the use of shadowing. The study aims to provide insights and recommendations that could enhance teaching practices and support students in developing stronger speaking skills for academic and real-world interactions.

1.9 Limitations of the Study

This study is limited to examining the effectiveness of the shadowing technique among third-semester English students at the Faculty of Languages and Translation at Misurata University, which may limit the applicability of findings to other student groups or settings. The research is also restricted by a short intervention period, which may not reflect long-term effects on speaking fluency. Additionally, factors such as students' prior language experience and individual motivation are not controlled, which could influence the results.

1.10 Definition of Key Terms

Shadowing Technique: A language learning method involving the immediate repetition of heard speech, intended to improve fluency, pronunciation, and listening comprehension.

Speaking fluency: The ability to speak a language smoothly and coherently, characterized by minimal hesitation and clear, natural-sounding speech.

Educational Intervention: A targeted teaching strategy, in this case, the shadowing technique used to improve specific language skill.

Language Proficiency: The ability to effectively use the four core language skills listening, reading, writing, and speaking-for communication, forming the basis of effective language competence.

Communicative Competence: The ability to use language appropriately and effectively in different social contexts, incorporating fluency, pronunciation, and coherence.

Self-Monitoring: The process by which learners assess and adjust their own language output, helping to refine their fluency and accuracy in speaking.

EFL: English as a Foreign Language.

Literature Review

In this chapter, the researchers discuss some literature reviews related to the topic of discussion in this study. The aim of this chapter is to provide an overview of the development of shadowing technique. It starts by introducing Cognitive Processing and Auditory Skills then The Concept of Shadowing, impact on Pronunciation and Intonation and finished with Fluency Development in EFL Contexts.

2.1 Cognitive Processing and Auditory Skills

Shadowing enhances cognitive processing by requiring learners to simultaneously listen, comprehend, and reproduce spoken input. Kadota and Tamai (2004) argued that this multi-tasking activity strengthens auditory perception and oral motor coordination, enabling learners to mimic native-like speech patterns. Hamada (2016) emphasized that shadowing significantly improves learners' phonemic awareness, listening comprehension, and their ability to process the natural speech rhythms, which are essential for achieving speaking fluency.

2.2 The Concept of Shadowing

Shadowing as defined by Lambert (1992), refers to the paced tracking of the heard speech in parrot style, the word-for-word repetition of a piece of information in one language, through the headphones. Originally, shadowing is a technique used by cognitive psychologists and utilized as a method to improve simultaneous interpretation skills.

However, Hamada (2011) critiques Lambert's definition for its lack of emphasis on cognitive processes, which are integral of shadowing. He claims that shadowing should be deemed as "an active and highly cognitive activity" (p. 140) rather than the auditory repetition. Jaramillo & Isaza (2016) describe shadowing as a method to train interpreters in Europe, and it is widely applied in Japan to improve English skills nowadays.

Seo & Takeuchi (n.d) shared the same opinion when the use of shadowing comes as a method using among the simultaneous interpreters. They stated that shadowing was originally regarded as a technique for training concurrent interpreters, but it is adapted in language classrooms by high school students and teachers. They believed that this practice helps learners to strengthen their mental resources and memorial abilities.

From the above definitions, we can define shadowing as an advanced language-learning technique where the learners listen to a text in their target language, and then speak it aloud at the same time as the native speaker.

2.3 Impact on Pronunciation and Intonation

Several studies have focused on how shadowing specifically aids in improving pronunciation and intonation. A meta-analysis by J. Van Patten (2018) showed that learners who practiced shadowing exhibited marked improvements in their sound production, which is foundational to speaking fluency. The element of imitating native speakers allows learners to internalize the rhythm and melody of the language, which is often neglected in traditional learning environments.

Shadowing is not limited to improving basic pronunciation, it also recommended as a practice to develop overall speaking skills. Nunan and Miller (1995) suggested using echoing, or shadowing, by which learners mimic prosodic features of their speech in order to invite learners' interest in practicing story retelling. For discussion skills improvement, it has been advised to use shadowing as a means of peer evaluation (Green, Christopher, & Lam, 1997). They argue that shadowing can be used for empathy building because learners begin to understand how others think and express themselves.

2.4 Fluency Development in EFL Contexts

The shadowing technique has been widely examined for its role in improving speaking fluency, particularly in the context of English as a Foreign Language (EFL). According to B. S. Lee (2019), learners who participated in shadowing exercises showed significant improvements in their spontaneous speech production compared to those who did not use this technique. The study emphasized that shadowing, as an immersive practice, plays a crucial role in cultivating fluency by encouraging learners to speak without hesitation or overthinking. Lee's research aligns with the idea that fluency is not only about speed but also about the ability to produce speech that sounds natural and coherent.

2.5 Related Studies

In recent years, several studies have explored the effectiveness of various teaching techniques to improve language learners pronunciation skills, with one prominent approach being the use of shadowing. A study by Suyadi (2024), conducted at Universitas Batanghari in Jambi, Indonesia, aimed to investigate the effectiveness of the shadowing technique on students pronunciation skills. The research adopted a quasi-experimental design with two groups: an experimental group that received instruction through the shadowing technique, and a control group that followed traditional teaching methods. The study utilized pre- and post-test assessments to evaluate pronunciation improvements. The results indicated that the experimental group made significant progress, particularly in areas such as intonation, rhythm, and articulation, highlighting the positive impact of shadowing on pronunciation accuracy and fluency. Based on these findings, Suyadi concluded that shadowing is an effective method for enhancing pronunciation skills and recommended its integration into language learning curricula.

Similarly, Mike Amelia (2020) conducted a study at Universitas Bina Sarana Informa tika in Jakarta, Indonesia, on the use of shadowing in teaching speaking to nonEnglish department students. The study focused on twenty-five students, using spoken tests and observation guidelines as the primary instruments for data collection. The research design followed a collaborative classroom action research model, consisting of two cycles with three meetings in each cycle. The findings revealed a notable improvement in students' speaking abilities, with the second cycle showing considerable advancement compared to the first. This study further supported the potential of shadowing as an effective language learning technique, particularly for enhancing speaking proficiency in non-English major students. These results

suggest that shadowing can be a powerful tool in improving students speaking skills by reinforcing pronunciation, fluency, and overall language comprehension.

Ibrahim Hassan's 2016 study in Egypt explored the impact of shadowing on speaking speed, hesitation, and confidence among language learners. The study utilized an experimental design in which participants engaged in shadowing exercises using various audio materials. Shadowing, in this context, involved listening to and simultaneously repeating spoken language, allowing learners to mimic pronunciation, rhythm, and intonation patterns. The results indicated significant improvements in speaking speed and fluency among the participants, as they were able to speak more quickly and naturally.

Additionally, the study found a reduction in hesitation during speech, suggesting that shadowing helped participants overcome pauses and delays in conversation. Perhaps most notably, the practice led to a noticeable increase in the learners confidence, enabling them to engage in more fluent and spontaneous interactions. This research supports the effectiveness of shadowing as a tool for enhancing oral proficiency in language learners.

While the studies by Suyadi (2024), Mike Amelia (2020), and Ibrahim Hassan (2016) provide strong evidence for the effectiveness of shadowing in improving pronunciation and speaking fluency, they each have limitations that warrant consideration. Suyadi's research, while highlighting significant improvements in pronunciation, was limited to a specific context and did not explore the long-term effects of shadowing or its impact on other language skills. Similarly, Amelia's study focused on non-English department students, which may not be representative of all language learners, and its small sample size limits the generalizability of the findings. Hassan's study, although demonstrating improvements in speaking speed and confidence, primarily focused on the reduction of hesitation and did not examine other potential factors affecting fluency, such as vocabulary or grammatical accuracy. Additionally, all three studies were conducted in contexts outside of Libya, meaning the results may not directly apply to Libyan EFL learners, who may face unique challenges and cultural differences in their language acquisition process. Therefore, while these studies support the potential of shadowing as an effective learning tool, more research is needed, particularly in the Libyan context, to fully understand its impact.

Although these studies demonstrate the effectiveness of shadowing in improving speaking fluency, there is a gap in research on Libyan EFL learners. This gap underscores the need for further investigation into the impact of shadowing on speaking fluency among Libyan students, particularly in the third semester, which the current study aims to address.

Methodology

This chapter outlines the research methodology employed to investigate the impact of the shadowing technique on the speaking fluency of English learners among third-semester students. The methodology focuses on the research design, sampling approach, data collection procedures, data analysis, and ethical considerations.

3.1 Research Design

This study utilizes a one-shot case study quantitative research design to investigate the impact of the shadowing technique on speaking fluency, as supported by previous research (Yang, 2011; Chou, 2014; Kim, 2012). Data were collected using a structured questionnaire that combined Likert-scale items to measure students' perceptions and self assessments, along with open-ended questions to gather detailed insights into their experiences. This approach ensures a comprehensive analysis by integrating quantitative data with qualitative feedback.

3.2 Research Participants and Setting

The participants of the study were third-semester English students enrolled in the Listening and Speaking 3 course at the Faculty of Languages and Translation, Misurata University. The study was conducted during one regular class session in the **autumn** semester of the academic year 2024–2025. The setting was a typical classroom environment equipped for language instruction, where students usually engage in interactive listening and speaking activities.

A simple random sampling technique was employed to select a sample of 30 students (2 males and 28 females) from this population. The participants voluntarily consented to join the study after being fully informed about its purpose and procedures.

3.4 Data Collection

The primary data collection tool was a questionnaire designed to assess students' speaking fluency after implementing the shadowing technique. The procedure began with participants were exposed to a treatment involving an explanatory video that introduced the shadowing technique. After watching the video, they practiced the technique three times using the video content. This structured approach ensured consistent exposure to the shadowing practice. After completing the practice, participants were required to respond to the questionnaire. The questionnaire was structured to include Likert-scale statements, which quantitatively measured participants self-reported fluency levels, and open-ended questions, which provided qualitative insights into their experiences and perceptions of the shadowing technique. To ensure clarity and accessibility, the questionnaire was offered in both Arabic and English, enabling participants to fully comprehend and accurately respond to the items.

3.5 Ethical Considerations

To ensure ethical standards, several measures were taken:

- Permission was obtained from the Head of the English Department at the Faculty of Languages and Translation, Misurata University, to conduct the study.
- The research tool was administered to second-year undergraduate students enrolled in the Listening and Speaking course during the autumn semester of the 2024–2025 academic year.
- Participants were clearly informed about the study's objectives and procedures. Their names and any identifying information were anonymised, and they were assured of their right to withdraw at any time without any consequences.
- Confidentiality was strictly maintained, with all collected data securely stored and used solely for academic research purposes, ensuring the participants' privacy throughout the study.

3.6 Data Analysis

The collected data were analyzed using mixed method combining quantitative and qualitative methods:

Quantitative Analysis:

Likert-scale data were analyzed using Microsoft Excel program and SPSS Software to result in descriptive statistics and identify patterns in students self-reported fluency levels and perceptions of the shadowing technique.

Qualitative Analysis:

Open-ended responses were analyzed through traditional thematic analysis to identify recurring themes, such as improvements in fluency, enhanced pronunciation, increased confidence, and challenges experienced.

This mixed method analysis provided a comprehensive understanding of the shadowing technique's impact on students speaking fluency.

3.6 Research Validity

To ensure the validity of the study, the following measures were implemented:

Content Validity:

The questionnaire was developed based on existing literature and reviewed by experts in English language teaching to ensure it adequately addressed aspects of speaking fluency.

Construct Validity:

The combination of Likert-scale questions and open-ended responses ensured a comprehensive exploration of students experiences.

3.7 Research Reliability

The reliability of the study was strengthened through:

Consistency in Data Collection:

The same questionnaire, explanatory video, and shadowing practice scripts were used for all participants to ensure uniform exposure and data consistency.

Standardized Materials:

Using the same explanatory video and shadowing practice scripts ensured all participants were introduced to the shadowing technique under the same conditions.

Results and Discussion

This chapter presents the responses to the research questions after gathering data from questionnaire. The results are divided into two sections. The first section includes the questionnaire responses from the students and the second section is an analysis of the students answers to the open-ended questions. The responses were analysed to measure the extent of students acceptance of the shadowing technique.

4.1 Results of Students' Questionnaire .

Table 1: Results of Students' Questionnaire

N.	Items	1	2	3	4	5	M	Mod
1.	Shadowing technique helped me to improve pronunciation	17 56.7%	12 40.0%	1 3.3%	0 0.0%	0 0.0%	1.4	1
2.	Shadowing technique helped me to be fluent when speaking English	14 46.7%	11 36.7%	5 16.7%	0 0.0%	0 0.0%	1.7	1
3.	Shadowing technique provided me with a productive learning method	10 33.3%	13 43.3%	7 23.3%	0 0.0%	0 0.0%	1.9	2
4.	Shadowing technique helped me to be more confident when speaking English	13 43.3%	14 46.7%	3 10.0%	0 0.0%	0 0.0%	1.6	2
5.	Shadowing technique helped me to have an accent like a native speaker	16 53.3%	10 33.3%	4 13.3%	0 0.0%	0 0.0%	1.6	1
6.	I make fewer mistakes when speaking English after shadowing practice	6 20.0%	18 60.0%	6 20.0%	0 0.0%	0 0.0%	2.0	2

7.	Shadowing has made me more motivated to practice speaking English regularly	11 36.7%	16 53.3%	3 10.0%	0 0.0%	0 0.0%	1.7	2
8.	The shadowing technique has motivated me to practice speaking English more fluently	15 50.0%	14 46.7%	1 3.3%	0 0.0%	0 0.0%	1.5	1
9.	I am more engaged in learning English speaking skills since I have started shadowing	7 23.3%	19 63.3%	3 10.0%	1 3.3%	0 0.0%	1.9	2
10.	I find the shadowing technique challenging to practice	1 3.3%	0 0.0%	5 16.7%	12 40.0%	12 40.0%	4.1	4

Note: Five points Likert scale: 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree. *M*=Mean, *Mo*=Mode.

As can be seen from the above table, the majority of participants showed a strong positive outlook on the shadowing technique as a method for improving various aspects of their English speaking skills. The number of “Strongly Agree” and “Agree” responses were significantly higher than the number of “Strongly Disagree” and “Disagree” responses, indicating that most students found the technique to be effective and beneficial.

Starting with the first statement, “Shadowing technique helped me to improve pronunciation,” 56.7% of participants strongly agreed, and 40% agreed. This suggests that the shadowing technique had a notable impact on improving students’ pronunciation, with only 3.3% remaining neutral and no students disagreeing. Similarly, when asked if shadowing helped improve fluency in speaking English, 46.7% strongly agreed, and 36.7% agreed, making it clear that a large majority felt shadowing had a positive influence on their fluency. However, 16.7% were neutral, indicating that for some students, the technique might not have had as strong an impact on their fluency.

The statement “Shadowing technique provided me with a productive learning method” received a combined total of 76.6% in the “Strongly Agree” and “Agree” categories (33.3% strongly agreeing and 43.3% agreeing), showing that most students found the method effective for learning. However, 23.3% remained neutral, suggesting some students may not have fully embraced it as a productive learning strategy. When asked if shadowing helped them become more confident when speaking English, 43.4% strongly agreed, and 46.7% agreed, reflecting a positive view that shadowing enhances confidence in speaking English. Only 10% of respondents were neutral, showing that most participants felt more assured in their speaking abilities.

As for whether shadowing helped participants develop an accent like a native speaker, 53.3% strongly agreed and 33.3% agreed, indicating that the technique had a noticeable impact on accent improvement for many students. Only 13.3% were neutral, and no students disagreed with this statement. The statement, “I make fewer mistakes when speaking English after shadowing practice,” had a more divided response, with 20% strongly agreeing, 60% agreeing, and 20% remaining neutral. This suggests that while shadowing generally helped reduce speaking errors for most students, its impact might vary depending on individual experience.

When it came to motivation, 36.7% strongly agreed, and 53.3% agreed that shadowing motivated them to practice speaking English regularly. This shows that a significant number of participants found shadowing to be a motivating factor, with only 10% remaining neutral. Additionally, 50% of respondents strongly agreed, and 46.7% agreed that shadowing motivated them to practice speaking more fluently, further reinforcing the idea that the technique played a positive role in sustaining motivation. Only 3.3% were neutral, and no students disagreed.

Regarding engagement in learning English speaking skills, 23.3% strongly agreed, and 63.3% agreed that they were more engaged in learning since starting shadowing. However, 10% were neutral, and 3.3% disagreed, indicating that while most students felt more engaged, a small portion did not experience this shift in their learning approach. The statement “I find the shadowing technique challenging to practice” received the highest rate of disagreement. Only 3.3% strongly agreed, and no one agreed with this statement. A significant 40% disagreed, and another 40% strongly disagreed, suggesting that most students did not find the shadowing technique difficult to practice, which could indicate its accessibility and ease of use.

In conclusion, the data shows that the majority of participants found the shadowing technique to be highly beneficial in improving various aspects of their English speaking skills. The highest positive responses were in areas such as pronunciation, fluency, confidence, and motivation, demonstrating that the technique has a strong impact on these areas. Despite some students feeling neutral about certain aspects, such as its productivity or engagement in learning, the overall feedback suggests that shadowing is an effective tool for improving English speaking skills. Additionally, the results indicate that the technique serves as a motivational factor, encouraging regular practice and fluency development.

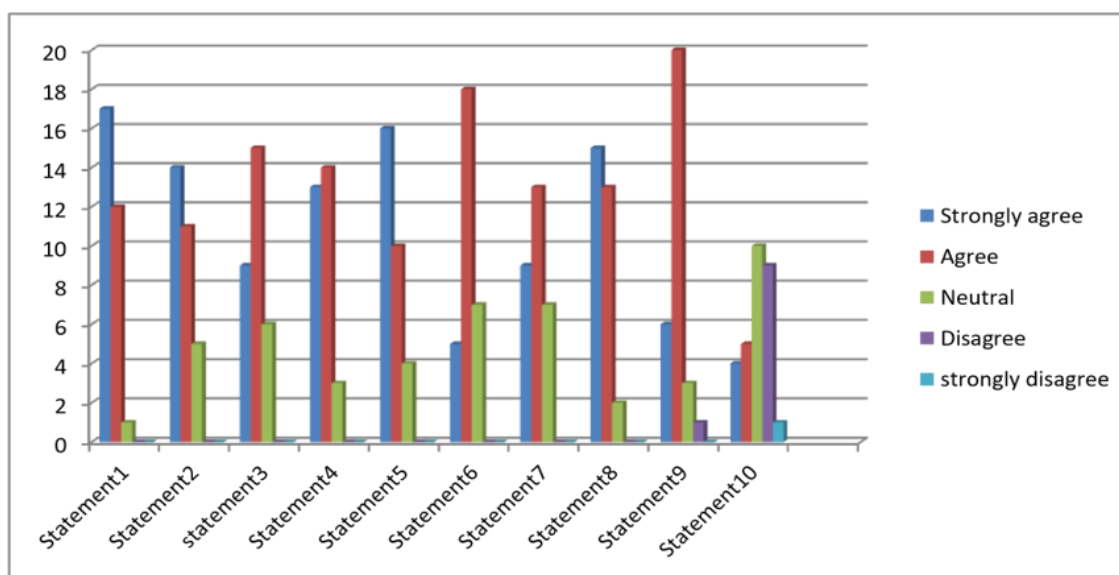


Figure 1: Students' Responses to the Questionnaire

The above graph illustrates students responses to various aspects of the shadowing technique and its impact on their English-speaking skills. The primary objective of this survey is to understand how students perceive the effectiveness of the shadowing technique in improving their speaking abilities, confidence, fluency, and motivation. The participants of the

survey were 30 students, and their responses were gathered using a Likert scale consisting of five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

As shown in the graph, the columns for agreement (Strongly Agree and Agree) are notably higher than those for disagreement (Strongly Disagree and Disagree). This trend indicates that the majority of students found the shadowing technique to be beneficial for improving various aspects of their English-speaking skills. The statement that received the highest percentage of "Strongly Agree" responses was "Shadowing technique helped me to have an accent like a native speaker," with 53.3% of participants strongly agreeing. On the other hand, the lowest percentage of "Strongly Agree" responses was recorded for the statement "I find the shadowing technique challenging to practice," where 40% of students strongly disagreed, suggesting that the technique was not considered difficult to apply.

The highest number of "Disagree" responses were recorded for the statement "I find the shadowing technique challenging to practice," which had 40% of students strongly disagreeing. This reflects that the majority of students did not perceive the technique as particularly challenging, indicating its accessibility and ease of use for most participants.

Regarding the final open-ended question, students were asked to share their opinions on some aspects of the shadowing technique, and these questions were as follows:

1. How has practicing the Shadowing technique in class helped you improve your speaking and fluency in English? How do you know it has helped you?
2. Which aspect of the Shadowing technique contributed the most to your learning? Why?
3. How would you rate the Shadowing technique for improving speaking and fluency in English? Why?

The qualitative analysis of students responses regarding the effectiveness of the shadowing technique reveals several key themes related to its impact on improving speaking fluency, pronunciation, and confidence. Including:

1. Improvement in Pronunciation and Fluency.

Many students emphasized that practicing the shadowing technique helped them improve their pronunciation and fluency, often highlighting that they now sound more like native speakers. For instance, one student stated, "*My pronunciation improved, and I feel more confident. I know it works because I make fewer mistakes now*" (Student 3). Similarly, another mentioned, "*The pronunciation of my letters started sounding similar to native speakers*" (Student 4). Some students particularly appreciated the repetitive nature of the technique, as one explained, "*The repetition corrected my tongue pronouncing letters*" (Student 4). Another participant commented that "*It made pronunciation easier and allowed me to read fluently*" (Student 5).

2. Listening and Speaking Confidence.

Listening to native speakers and mimicking their speech patterns played a central role in boosting speaking confidence for many students. For example, one participant shared, "*By listening and repeating after a native speaker, I could improve my speaking skills*" (Student 8). Another highlighted, "*Shadowing helped me speak English better. My pronunciation improved, and I feel more confident*" (Student 3). Students also highlighted how repetition contributed to their fluency, as one noted, "*It helped me through repetition, and I learned that my self-confidence increased*" (Student 28).

3. Effectiveness of Repetition and Rhythm.

A recurring theme was the importance of repetition and rhythm in mastering pronunciation and fluency. One student remarked, "*The rhyme and intonation of sounds gave*

me motivation to improve my language" (Student 10). Another described, "Shadowing made pronunciation easier and helped me with tone" (Student 26). Several students also highlighted their ability to use shadowing in real-life contexts, such as songs, presentations, and movies, to practice rhythm and intonation. For example, one stated, "I used it when listening to songs because it's a form of shadowing technique, and it helped me to improve my speaking by linking words together" (Student 30).

4. Development of Listening Skills.

Several students credited the shadowing technique with enhancing their listening comprehension. One participant explained, "Listening helped me understand words I often could not before" (Student 18). Another added, "It improved my listening and speaking abilities and made it easier to understand what native speakers are saying" (Student 22). Many students felt that the technique provided a dual benefit of improving both speaking and listening, as one expressed, "It's not only about speaking ability but also about listening ability" (Student 22).

5. Motivation and Confidence Building.

The shadowing technique was widely regarded as motivating and confidenceboosting. One student noted, "It gave me the courage to speak without fear because it was a real practice" (Student 30). Another emphasized, "It helped me practice daily, and I knew it helped me when I could speak in front of others" (Student 15). Similarly, one participant pointed out, "It helps produce sounds more smoothly, and it made me feel like I could speak like a native speaker" (Student 12).

6. Challenges and Recommendations for Improvement.

While most students praised the technique, a few acknowledged initial difficulties. One student shared, "It's a little bit difficult in the beginning, but it's very beneficial in learning language like native speakers" (Student 9). Another suggested that "With continued listening and practice, this technique will help me improve more" (Student 20).

7. Overall Ratings and Evaluations.

The majority of students rated the shadowing technique highly, with scores ranging from 8/10 to 10/10. For example, one participant stated, "It's excellent and can help any learner speak better" (Student 8). Another remarked, "I rate it 100% because it improves a lot when you speak, listen, and speak fluently" (Student 20). Many others restated similar sentiments, describing the method as "wonderful", "very effective" and "successful" (Students 3, 4, 16, and 17).

Correlation Analysis

The correlation analysis investigates the relationship of the variable "Shadowing technique helped me to be more confident when speaking English", the Pearson Correlation ($r = 0.426$) indicate a moderate positive correlation between confidence and shadowing practices, showing that learners who engaged in shadowing techniques felt more confident when speaking English. This relationship is statistically significant ($p = 0.019$), confirming that the improvement in confidence levels is not due to chance but rather influenced by the shadowing method. These findings associate with previous research supporting the positive effects of shadowing on learners speaking confidence.

For instance, Hamada (2016) demonstrated that shadowing significantly reduced learners anxiety and improved their confidence through repetitive speaking practice, enabling students to feel more prepared in oral communication. Similarly, Murphey (2001) found that shadowing improved learners' rhythm, pronunciation, and overall selfconfidence, making them more

willing to participate in speaking activities. In addition, Tamai (2005) emphasized that shadowing not only enhanced listening and fluency but also boosted learners confidence as they gained better control over language structures.

Furthermore, Tsuji (2004) reported that learners practicing shadowing developed better fluency and pronunciation, which led to increased self-confidence in public speaking scenarios. Overall, the data confirms that shadowing is an effective method for improving learners confidence when speaking English. This supports previous studies that highlight shadowing as a powerful tool for language development, particularly in reducing anxiety and enhancing speaking performance. The findings validate the adoption of shadowing techniques as a key pedagogical strategy to foster speaking fluency and confidence among English learners.

5.1 Discussion of the Results

This research paper aimed to answer two main questions:

- 1) What is the effectiveness of using the shadowing technique in EFL classes?
- 2) To what extent does the use of the shadowing technique in speaking classes enhance learners' speaking fluency and self-confidence?

Based on the findings from the students questionnaire, we can conclude that the shadowing technique is a highly effective method in improving various aspects of Englishspeaking skills. The majority of participants reported that the technique helped them enhance their pronunciation, fluency, confidence, and motivation. These improvements were particularly repeated in areas such as speaking with more confidence and sounding closer to native speakers. Most students recognized that shadowing contributed to their ability to make fewer mistakes when speaking English, which aligns with the goals of many EFL learners who aim to become more fluent and accurate.

The findings also suggest that the shadowing technique positively impacts students' motivation. It not only encouraged students to practice speaking English more regularly but also increases their engagement in learning English speaking skills. Several participants mentioned that the technique motivated them to work harder on improving their speaking skills, as they felt more confident and encouraged to continue practicing. One repeated aspect is the role of repetition in the shadowing technique. Many students indicated that the repetition of phrases helped them improve their fluency and pronunciation, making them feel more connected to the language and more confident in speaking it.

In terms of specific challenges, the data revealed that a small portion of students found the shadowing technique difficult to apply, particularly when it came to mastering aspects like intonation, rhythm, and linking words. Despite these challenges, students acknowledged that with consistent practice, the benefits of the technique were evident. Some participants also expressed a preference for using shadowing outside of class, such as while watching movies or listening to music, to reinforce their learning.

Overall, it can be concluded that the shadowing technique is a valuable tool for improving speaking fluency and building learners confidence in English. The majority of students found it to be an effective method, and the positive impacts on motivation and engagement were also clearly evident. By incorporating shadowing into regular practice, learners can achieve significant progress in their speaking abilities, becoming more fluent and confident speakers of English.

Conclusion

Speaking fluency is a crucial component of language learning, as it serves as a core skill necessary for effective communication and interaction in real-life situations. Therefore, this study aimed to investigate the effectiveness of the shadowing technique in improving speaking fluency and to explore students' perceptions of its impact on their confidence and fluency. The study was conducted to answer two research questions, the first question is "What is the effectiveness of using the shadowing technique in EFL classes?", and the second question is "To what extent does the use of the shadowing technique in speaking classes enhance learners' speaking fluency and self-confidence?".

A one-shot case study quantitative design was adopted, using a structured questionnaire with Likert-scale statements and open-ended questions. The participants consisted of 30 third-semester students (2 males and 28 females) enrolled in the English department, Faculty of Languages and Translation, Misurata University. The method used for data collection is questionnaire. The questionnaire contains ten statements based on previous literature measured on a five-point Likert scale, ranging from "Strongly Agree", "Agree", "neutral", "Disagree", and "Strongly Disagree". In addition, it featured three open-ended questions to gather qualitative feedback about students' experiences and perceptions of the technique. The responses were analyzed both quantitatively and qualitatively to provide comprehensive insights into the effectiveness of the shadowing technique.

The findings revealed that most participants agreed that the shadowing technique significantly improved their speaking fluency, pronunciation, and confidence. Quantitative data highlighted strong positive responses, while qualitative feedback emphasized increased motivation and engagement. Despite some participants expressing neutral views on certain aspects, such as productivity and engagement, the overall results confirmed that shadowing is an effective tool for enhancing speaking skills.

In conclusion, the study demonstrates that the shadowing technique is a practical and motivating strategy for improving speaking fluency among EFL learners. The results suggest that incorporating shadowing into speaking classes can boost learners' confidence, enhance their pronunciation, and encourage consistent practice. These findings provide valuable insights for educators and curriculum designers, supporting the integration of the shadowing technique into EFL teaching methods to promote fluency development and learner motivation.

Delimitations of the Study

This study specifically focuses on investigating the impact of the shadowing technique in enhancing the speaking fluency of third-semester English students at the Faculty of Languages and Translation at Misurata University. Due to time constraints, the researchers decided to use a questionnaire instead of conducting a pre-test and post-test to measure improvements in fluency. The questionnaire primarily explores students' perceptions of the shadowing technique rather than directly assessing measurable changes in their speaking performance. Consequently, the study is limited to subjective data rather than performance-based outcomes.

The research is also limited to a particular group—third-semester English students—excluding learners at other academic levels, which may limit the generalizability of the findings to broader contexts. Additionally, the study only examines the short-term impact of the shadowing technique and does not evaluate its long-term effectiveness.

Recommendations for Future studies

- Future studies could include pre-tests and post-tests to measure actual improvements in students' speaking fluency, pronunciation, and confidence after using the shadowing technique. This would provide more objective and data.
- Researchers are encouraged to conduct longer-term studies to examine the sustained effects of the shadowing technique. This would help determine whether the observed improvements are sustainable over time.
- Future research should involve a larger and more diverse sample, including students from different academic levels, universities, or backgrounds. This would make the findings more generalizable and applicable to various settings and proficiency levels.
- Researchers could explore the use of language learning apps and speech recognition software to support shadowing practice. These tools can provide instant feedback on pronunciation and fluency, further enhancing the effectiveness of the technique. While the current study focused on students' independent use of shadowing, future research can also examine how teachers might incorporate these tools in classroom settings. Teachers can use them to model the technique, assign guided shadowing tasks, or provide feedback — whether in individual, pair, or group activities — thereby enhancing student development and engagement.

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