

The effect of applying the Shadowing technique on the development of speaking in efl students

El efecto de la aplicación de la técnica 'Shadowing' en el desarrollo de la habilidad de expresión oral en estudiantes efl

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ABSTRACT

This study examined the effect of the Shadowing Technique on the development of speaking skills among English as a Foreign Language (EFL) students. The study aimed to determine whether implementing the Shadowing Technique could significantly improve students' speaking skills. A quantitative approach with a pre-experimental one-group pre-test-post-test design was employed. The sample consisted of 34 first-year Bachillerato General Unificado (BGU) students aged 14 to 16. Speaking proficiency was assessed before and after the intervention using a speaking test that included an interview and a discussion task. Students' performance was evaluated through an analytic rubric adapted from Brown (2004). Participants completed ten structured Shadowing Technique sessions designed by the researchers. The results showed a significant improvement in speaking performance, with the mean score increasing from 14.29 to 18.94. A paired-samples t-test confirmed statistically significant differences, $t(33) = -16.249$, $p < .001$. These findings indicate that the Shadowing Technique is an effective pedagogical strategy for improving speaking skills and strengthening communicative competence in EFL secondary school students.

KEYWORDS: shadowing technique, speaking skills, oral proficiency, fluency, pronunciation.

RESUMEN

Este estudio analizó el efecto de la aplicación de la técnica de shadowing en el desarrollo de la habilidad de expresión oral en estudiantes de inglés como lengua extranjera (EFL). La investigación tuvo como objetivo determinar si la implementación de la técnica de shadowing mejoraba significativamente sus habilidades de expresión oral. Se empleó un enfoque

cuantitativo con un diseño preexperimental de un solo grupo con pretest y posttest. La muestra estuvo conformada por 34 estudiantes de primer año de Bachillerato General Unificado (BGU), con edades entre 14 y 16 años. La competencia oral fue evaluada mediante una prueba de speaking de dos partes, una entrevista y discusión, utilizando una rúbrica analítica adaptada de Brown (2004). Los participantes participaron en diez sesiones estructuradas basadas en la técnica de shadowing. Los resultados evidenciaron un incremento significativo en el desempeño oral, con un aumento de la media de 14,29 a 18,94 y diferencias estadísticamente significativas ($t(33) = -16,249$; $p < .001$). Se concluye que esta técnica constituye una estrategia pedagógica eficaz para fortalecer la expresión oral y la competencia comunicativa en estudiantes de EFL.

PALABRAS CLAVE: técnica de shadowing, expresión oral, competencia oral, fluidez, pronunciación.

INTRODUCTION

Currently, the mastery of the English language has become a fundamental competence in academic, professional, and scientific contexts worldwide. The ability to communicate proficiently in spoken English is essential for professional advancement, intercultural interaction, and English language learning in foreign language (EFL) settings. Nevertheless, despite years of formal English instruction, a substantial number of learners of English as a foreign language continue to experience persistent and significant difficulties when developing their oral communication skills. These barriers are manifested primarily in different areas, which are critical to determine the traits of effective communication, such as pronunciation, fluency, comprehension, interaction, and even grammar and vocabulary, particularly in the case of Spanish-speaking learners.

Pronunciation refers to the manner in which speech sounds are produced and perceived, while fluency pertains to the flow, speed, and temporal smoothness in speech (Yan & Yang, 2024). Moreover, comprehension/interaction concerns the speaker's ability to understand spoken input and engage in communicative exchanges through appropriate responses, turn-taking, and negotiation of meaning. Regarding grammar, it is associated with the system of morphological and syntactic rules; and, last but not least, vocabulary involves the lexical resources available to a language user. The adequate integration of these components is therefore essential for learners to express themselves excellently in real interpersonal situations. From this perspective, many EFL learners, especially in the Ecuadorian context, tend to command theoretical knowledge of the language, but struggle to articulate their ideas orally; thus, experiencing a lack of confidence and anxiety. Although speaking plays a central role in communicative competence, the development of speaking skills in the English as a foreign language setting has been restrained. One common problem faced by learners is the inherent cognitive demands of oral production. In this sense, these requirements involve the simultaneous processing of several linguistic and mental operations, including retrieving vocabulary, organizing ideas, applying grammatical constructions, and producing speech sounds in real time while interacting with a listener. Furthermore, the fact that instructional procedures provide insufficient opportunities for sustained and meaningful spoken interactions limits learners' opportunities to actively practice and develop their oral communication skills.

Currently, many EFL classrooms are mainly centered on emphasizing grammar accuracy and written language, giving way to minimal exposure to authentic spoken language and a restricted practice in real-time speech processing. Consequently, these systemic conditions hinder the students' development of fluency, pronunciation, and overall

communicative ability. Hence, these limitations underscore the need for students to familiarize to pedagogical techniques specifically designed to support their speaking skills development through continuous auditory input and active oral engagement in an EFL classroom. One pedagogical technique that has gained considerable scholarly attention in the field of second language acquisition is the Shadowing Technique, which engages learners with the target language; while increasing their awareness of prosodic features such as rhythm, stress patterns, and connected speech. Besides.

The Shadowing Technique strengthens the oral production, principally where English learners exhibit only partial understanding of grammatical structures and lexical items. Previous research has demonstrated that this technique enhances fluency and pronunciation, leading to considerable improvements in learners' overall speaking performance. (Suyadi, 2024; Doan, 2025; Dewi & Aswadi, 2025). Notwithstanding, the documented benefits of the Shadowing Technique, limited empirical research has examined its effectiveness in developing speaking competences among Spanish-speaking EFL learners, particularly in Ecuadorian educational backgrounds. Therefore, this study aims to investigate the effect of applying the shadowing technique on the development of speaking skill in EFL students.

LITERATURE REVIEW

Speaking skills in EFL context

The speaking skills are widely recognized as a central component of communicative competence in second and foreign language learning. According to Shamim (2021), the speaking skill refers to the ability to express ideas effectively in real-life communicative situations. Besides, it involves the appropriate use of linguistic resources to convey meaning and organize discourse coherently, allowing speakers to present ideas in a fluent and logically sequenced manner. This process demands the real-time integration of ideas, encompassing lexical selection, grammatical structuring, and accurate pronunciation. (Richards & Renandya, 2002, as cited in Doan et al., 2025). Similarly, speaking skills demand simultaneous processing of listening comprehension, linguistic formulation, and speech articulation under time pressure. Correspondingly to its relevance, this speaking skill proficiency remains a significant challenge for many EFL learners. (Leonita et al., 2023). The gap between the linguistic knowledge and communicative performance is particularly perceptible among Spanish-speaking EFL learners, who frequently make a great effort with fluency, pronunciation, and confidence when engaging in spoken interaction in the EFL classrooms.

As a result, memorization and repetitive exercises in which accuracy is the primary focus do not adequately prepare students for real-life communication; instead, effective speaking instruction should provide interactive and meaningful learning experiences (Fu, 2021). This occurrence can be observed in both public and private institutions, where traditional practices such as memorizing dialogues or repeating sentences are still commonly used despite their limitations (Velez et al., 2023). For example, students may correctly repeat a sentence like this, "I have visited Paris," but struggle to use it in spontaneous communication. In contrast, through the Shadowing Technique, learners are exposed to such expressions in authentic contexts, including movies, interviews, podcasts, and recorded conversations where speakers discuss personal experiences. Repeatedly listening to and reproducing these utterances helps students understand how grammatical structures are used in real communication, improving not only their pronunciation and fluency but also their ability to retrieve and use language spontaneously during interactions.

Likewise, interactive activities such as role plays or pair work allow learners to express their own ideas more successfully. In addition, effective speaking activities are centered on

developing different components such as pronunciation, fluency, comprehension, vocabulary, and grammar. Pronunciation is indispensable for developing and consolidating expertise in the speaking skill in the case of non-native speakers. Through training, they have a greater likelihood of improving their speaking proficiency (Taufik & Nasrullah, 2023). Fluency refers to the ability to use a language smoothly, easily, and accurately, and the development of fluency is an ongoing process that demands sustained dedication and perseverance from both professors and learners (Nazarie & Beigzadeh, 2025). In the context of English for specific purposes, comprehension is an essential skill that supports learners' ability to process and apply specialized language accurately (Zoitova & Khalimova, 2024). Alshumrani (2024) note that vocabulary knowledge comprises multiple interconnected components that learners must acquire to achieve mastery in language use.

Finally, grammar in speaking proficiency functions as an organizing framework that governs how words combine to convey meaning, and accurate grammatical use contributes to more natural and confident spoken language. Accordingly, native speakers may not consciously reflect on grammatical rules, they apply them intuitively in communication (Khamrayeva, 2024). Providing this, English language professors need to employ teaching techniques that promote both accuracy and fluency to enhance students' speaking skills.

Shadowing technique

The shadowing is a language learning method that involves immediate repetition of spoken input, initially used in psycholinguistic research to study speech processing (Chistovich & Kozhevnikov, 1950s). In the early 2000s, 'Shadowing' was introduced and popularized by the American linguist and polyglot Alexander Arguelles as a technique that consists of listening to spoken language and repeating it immediately to improve fluency and pronunciation. According to Rahayu et al. (2025), the Shadowing technique is an emerging approach that is increasingly being adopted. It requires learners to listen to a model speaker and simultaneously attempt to reproduce the speech in real time.

Shadowing enhances oral proficiency by strengthening learners' ability to process and reproduce language in meaningful chunks, a skill fundamental for fluency. Furthermore, it allows learners to internalize linguistic structures, intonation patterns, discourse markers, and the cultural pragmatics of authentic communication (Zafarova, 2023). Similarly, G'ulomov (2025) highlights that Shadowing proves effectiveness as it activates various cognitive and physical processes essential for language learning such as phonetic and prosodic training, development of automaticity, cognitive processing speed, and the auditory feedback loop in EFL contexts. To begin with, phonetic and prosodic training refers to learners' ability to perceive and reproduce the sounds, rhythm, stress, and intonation patterns of the target language.

Furthermore, the development of automaticity involves the gradual ability to produce language with less conscious effort, allowing learners to speak more fluently and naturally. Similarly, cognitive processing speed relates to the learner's capacity to quickly decode spoken input and formulate a response during communication. Finally, the auditory feedback loop enables learners to monitor their own speech by listening to their pronunciation and adjusting it to approximate the model they hear. Arboleda et al. (2023) concludes that Shadowing also improves listening comprehension and the replication of native-like rhythm and enhances learners' confidence and self-efficacy.

Several types of shadowing have been suggested. Firstly, Norman (1969) introduced the shadowing technique into Phonemic shadowing and Phrase shadowing. Meanwhile, Murphey (2001) classified shadowing into three categories complete, selective, and

interactive. Shadowing technique can be categorized into four types: mumbling, synchronous reading, prosody, and content shadowing (Kadota & Tamai, 2004). Kadota and Tamai (2004) proposed a procedure for applying shadowing technique in seven steps: 1) learners first listen to a passage to understand its overall meaning, 2) they then engage in mumbling one or two times, softly shadowing the sounds while focusing on auditory perception rather than precise pronunciation, 3) learners shadow aloud while reading the text of the passage (parallel reading), 4) they silently review the written text to verify comprehension, 5) learners shadow the passage three times, striving to keep up with the speaker's pace, 6) they examine the text for any sounds or meanings they missed during shadowing, and 7) in content shadowing, learners focus on both shadowing and interpreting the meaning of the passage, prioritizing comprehension over individual word pronunciation.

In conclusion, empirical evidence supports the efficacy of the shadowing technique as an innovative and evidence-based pedagogical approach in EFL contexts. For instance, a quasi-experimental study with 39 learners reported statistically significant improvements in pronunciation and oral performance after a 10-week intervention (Rivadeneira et al., 2025). Similarly, systematic reviews have shown that shadowing enhances fluency by reducing pauses, improves comprehensibility and prosody, and fosters confidence and communicative competence, particularly when applied over extended periods of instruction (Macias & Álvarez, 2025).

RESEARCH APPROACH

The present study adopted a quantitative research approach, as numerical data were collected and statistically analyzed to determine the effect of the Shadowing Technique on the development of EFL students' speaking skills. Consequently, this approach provided objective evidence of participants' performance and enabled the comparison of their speaking proficiency before and after the instructional intervention.

Furthermore, the study followed a pre-experimental one-group pre-test-post-test design. Initially, participants completed a pre-test to determine their baseline level of speaking proficiency. Subsequently, they participated in ten instructional sessions based on the Shadowing Technique, implemented through a teaching manual developed by the researchers. Finally, a post-test was administered to assess the changes in participants' speaking performance after the intervention.

Regarding its research modality, the present study is explanatory in nature, as it seeks to determine the effect of the Shadowing Technique on the development of EFL students' speaking skills. By implementing an instructional intervention and comparing participants' performance before and after its application, the study aims to explain the causal relationship between the independent variable (Shadowing Technique) and the dependent variable (speaking skills).

PARTICIPANTS

The participants were first bachelor's level from a private institution located in Ambato, Tungurahua Province. A total of thirty-four students, comprising 22 males and 12 female students, aged between 14-16 years old. The group was selected based on applying a simple random sampling technique, ensuring that all five groups have an equal probability of being selected. This procedure enhanced the representativeness of the sample and minimized selection bias. Even though the students received six hours of English classes per week, the opportunities for speaking practice had been limited.

Despite the fact that these youngsters had regular English instruction, most classroom activities focused mainly on grammar and writing rather than oral communication. As a result, students had minimal opportunities to practice speaking and develop fluency, which showed a clear need for improvement in this skill. Therefore, the implementation of the Shadowing Technique was considered a suitable strategy to improve these participants' oral performance.

INSTRUMENTS

This study implemented multiple instruments for data collection. The primary instrument consisted of a two-part structured speaking assessment aimed at measuring students' speaking skills. During the first phase, each student completed the task individually, whereas in the second phase, they were required to perform a conversation in pairs. Both phases were audio-recorded for subsequent analysis. The second instrument involved an adapted evaluation rubric developed by Brown (2004) with over 25 points which was employed to assess students' performance across relevant criteria, including fluency, accuracy in pronunciation, grammar, comprehension and interaction skills. Finally, observational techniques and field notes were employed to systematically capture students' levels of engagement and participation during the shadowing sessions.

PROCEDURE RESEARCH

The study was conducted over ten sessions, each lasting 120 minutes, and was structured into three main stages. In the initial stage, a speaking assessment was administered to establish students' baseline level of speaking proficiency. It was followed by the intervention stage, participants engaged in activities based on the shadowing technique during this stage. Throughout the ten sessions, students were exposed to short video samples produced by native speakers and learners were required to reproduce the speech simultaneously, both individually and in random pairs. The activities were implemented following the seven-step procedure proposed by Kadota and Tamai (2004). These steps are focused on accurately replicating fluency, pronunciation, and interactional features. In the final stage, a post-test was distributed using a comparable speaking task with the aim of evaluating any improvements achieved as a result of the shadowing intervention.

RESULTS

The findings of this study were derived from a correlation of students' pre-test and post-test performances across five key components: fluency, pronunciation, grammar, comprehension, and interaction, following instruction through the shadowing technique. The speaking assessment was conducted both individually and in pairs, and students' performance was evaluated using an adapted rubric designed to measure these specific aspects.

Table 1

The score of the Pre-Test

N. Group	N. Student	F	P	G	C	I	T
G1	Student 1	1	2	3	2	1	9
	Student 2	1	4	1	1	3	10
G2	Student 3	4	3	1	1	1	10
	Student 4	4	1	2	1	1	9

G3	Student 5	2	5	3	3	5	18
	Student 6	3	1	1	5	5	15
G4	Student 7	2	1	2	1	5	11
	Student 8	2	2	2	1	5	12
G5	Student 9	2	2	5	1	9	19
	Student 10	4	5	4	1	5	19
G6	Student 11	3	5	3	1	6	18
	Student 12	3	5	2	1	6	17
G7	Student 13	5	1	2	4	5	17
	Student 14	5	3	2	1	1	12
G8	Student 15	3	3	5	2	1	14
	Student 16	5	4	4	2	1	16
G9	Student 17	1	3	3	1	1	9
	Student 18	1	1	5	3	3	13
G10	Student 19	2	4	3	3	2	14
	Student 20	4	3	5	3	4	19
G11	Student 21	1	2	5	1	7	16
	Student 22	4	4	3	2	2	15
G12	Student 23	3	5	5	2	4	19
	Student 24	5	1	1	1	1	9
G13	Student 25	5	1	3	5	2	16
	Student 26	3	2	5	3	1	14
G14	Student 27	2	5	1	5	1	14
	Student 28	3	1	2	3	3	12
G15	Student 29	5	1	1	4	9	20
	Student 30	5	4	1	1	1	12
G16	Student 31	3	5	1	1	1	11
	Student 32	4	3	1	2	3	13
G17	Student 33	1	1	3	1	10	16
	Student 34	3	2	3	4	6	18

Table 1 illustrates the results of the pre-test administered to 34 first-year Baccalaureate students, in which five key dimensions of speaking performance were assessed: fluency (F), pronunciation (P), grammar (G), comprehension (C), and interaction (I). The total score (T) showcased to the cumulative sum of these components. Overall, the data suggest that students exhibited a moderate level of proficiency, given that a considerable number of scores are positioned above the midpoint of the scale. Nevertheless, a closer examination reveals a notable variability across the different criteria; while some learners performed relatively well in certain areas, others showed limitations in specific aspects of oral production. Consequently, although the general performance cannot be considered low, it still reflects an uneven development of speaking skills. Therefore, prior to the implementation of the shadowing technique, students had not yet attained a consistent or fully integrated command of the evaluated competencies.

Table 2
The score of the Post-Test

N. Group	N. Student	F	P	G	C	I	T
G1	Student 1	2	2	3	2	3	12
	Student 2	3	3	2	2	3	13
G2	Student 3	2	3	3	2	3	13
	Student 4	3	2	2	2	3	12
G3	Student 5	5	5	5	5	5	25
	Student 6	4	4	3	5	4	20
G4	Student 7	3	2	4	4	5	18
	Student 8	4	2	3	3	3	15
G5	Student 9	5	5	5	5	5	25
	Student 10	5	5	5	5	5	25
G6	Student 11	5	5	5	4	5	24
	Student 12	4	4	4	5	5	22
G7	Student 13	4	5	4	5	5	23
	Student 14	3	3	3	3	3	15
G8	Student 15	4	4	4	4	4	20
	Student 16	5	4	4	4	5	22
G9	Student 17	2	2	2	1	2	9
	Student 18	3	3	3	4	4	17
G10	Student 19	4	4	4	4	4	20
	Student 20	5	5	5	5	5	25
G11	Student 21	4	4	4	4	5	21
	Student 22	4	4	4	4	4	20
G12	Student 23	5	5	5	5	5	25
	Student 24	2	2	2	2	2	10
G13	Student 25	4	4	4	5	5	22
	Student 26	4	4	4	3	4	19
G14	Student 27	4	4	4	3	4	19
	Student 28	3	3	3	3	3	15
G15	Student 29	5	5	5	5	5	25
	Student 30	3	3	2	4	4	16
G16	Student 31	2	3	3	3	3	14
	Student 32	3	3	3	4	4	17
G17	Student 33	4	4	5	5	4	22
	Student 34	4	5	5	5	5	24

Source: Josue Ortiz (2026)

Table 2 shows the results of the post-test administered to the same group of 34 first-year Baccalaureate students after the implementation of the shadowing technique. As in the pre-test, five core dimensions of speaking performance were assessed: fluency (F), pronunciation

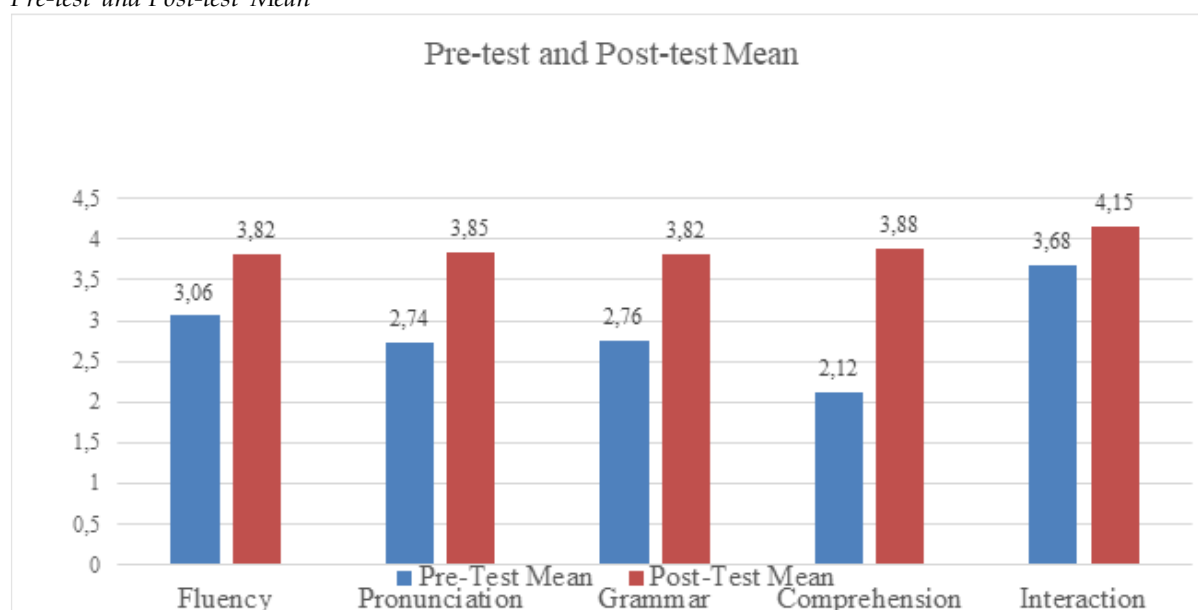
(P), grammar (G), comprehension (C), and interaction (I), with the total score (T) representing the aggregate of these components.

In contrast to the initial assessment, the post-test results reveal an observable improvement in overall performance. A significant proportion of students achieved higher scores, many of which are situated near the upper limit of the scale. Furthermore, the distribution of results appears more consistent across the evaluated criteria, suggesting a more balanced development of speaking skills.

Additionally, the data indicate that learners not only enhanced their individual sub-skills but also demonstrated greater integration of these competencies during oral production. Consequently, these outcomes suggest that the application of the shadowing technique positively influenced the advancement of students' speaking proficiency, fostering both accuracy and fluency in a more cohesive manner.

Figure 1

Pre-test and Post-test Mean



Source: Josue Ortiz (2026)

Figure 1 illustrates the comparison between the pre-test and post-test mean scores across the five speaking criteria assessed during the study: fluency, pronunciation, grammar, comprehension, and interaction. Thus, the results demonstrate a noticeable improvement in students' oral performance after the implementation of the shadowing technique.

First, fluency, the mean score increased from 3.06 in the pre-test to 3.82 in the post-test. Hence, this improvement suggests that students developed greater confidence and continuity while speaking, reducing pauses and hesitation during oral production. Likewise, pronunciation showed a considerable rise from 2.74 to 3.85, indicating that repeated exposure to authentic language models through shadowing positively influenced learners' articulation, intonation, and phonological accuracy. Similarly, grammar scores improved from 2.76 in the pre-test to 3.82 in the post-test.

Consequently, this progression reveals that students were able to produce more grammatically accurate utterances after the intervention. Although grammar was not the primary focus of the technique, continuous oral repetition and imitation appear to have reinforced learners' internalization of grammatical structures in meaningful contexts. Accordingly, a particularly significant improvement was observed in comprehension, which

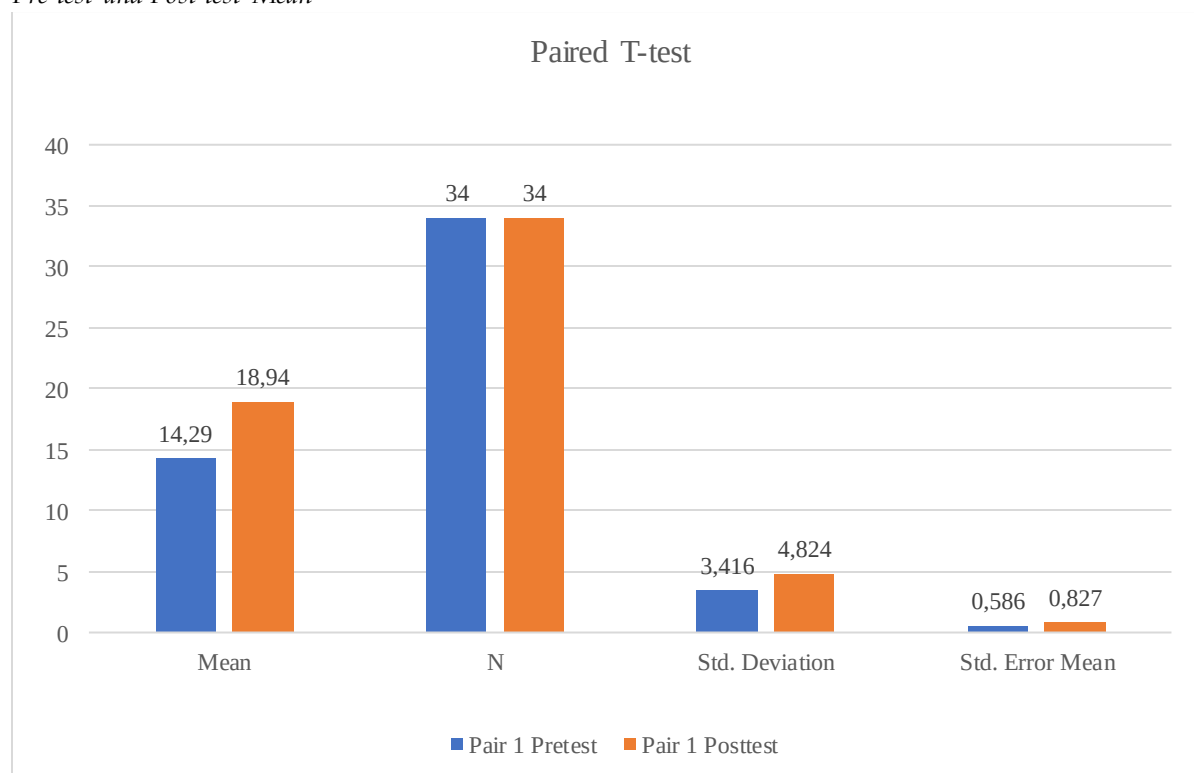
increased from 2.12 to 3.88. This criterion presented the lowest initial mean score; however, after the treatment, students demonstrated a substantially better ability to understand spoken input and respond appropriately during communicative tasks.

Such findings underscore that shadowing contributed not only to productive skills but also to listening comprehension and real-time language processing. Finally, interaction obtained the highest post-test mean, rising from 3.68 to 4.15. This result indicates that students became more capable of maintaining communicative exchanges, responding spontaneously, and participating actively in oral interactions. In addition, the interactive nature of the shadowing activities may have fostered greater engagement and communicative competence among participants.

Overall, the comparison between pre-test and post-test results provides strong evidence that the application of the shadowing technique had a positive effect on the development of speaking skills in EFL students and the consistent increase across all assessed criteria confirms that the strategy enhanced multiple dimensions of oral communication, particularly comprehension, pronunciation, and interaction.

Figure 2

Pre-test and Post-test Mean



Source: Josue Ortiz (2026)

Table 3

Paired Sample Statistics

		Mean	Std. Deviation	Std. Error mean	95% Confidence interval of the Difference		t	df	Sig (-2 tailed)
Pair					Lower	Upper			
1	Pretest - Posttest	-4,647	1,668	,286	-5,229	-4,065	-16,249	33	,000

Source: Josue Ortiz (2026)

DISCUSSION

Based on the statistical analysis presented in the paired samples figure and tables, it can be inferred that there is a substantial improvement in students' speaking performance after the implementation of the shadowing technique. The mean score for the pre-test was 14,29, meanwhile 18,94 in the post-test, having a result in a mean difference of -4,647. The t-value of -16,249 with 33 degrees of freedom demonstrated better results after the intervention after applying the treatment. Furthermore, the significance value (Sig. 2-tailed) is below 0.05, confirming that the improvement is statistically meaningful rather than a product of chance.

The effectiveness of the shadowing technique lies primarily in its capacity to promote immediate and synchronized language processing. By requiring learners to listen and reproduce speech almost simultaneously, this approach reduces the time available for translation or overthinking, thereby encouraging more automatic and fluent language production. Consequently, students are pushed to internalize sound patterns, stress, and intonation more naturally, which leads to measurable improvements in pronunciation and overall fluency.

According to Amila (2023) shadowing is effective because it integrates both receptive and productive skills in a single activity. As learners actively engage with authentic spoken input, they develop sharper listening discrimination while simultaneously refining their speaking output. Similarly, Muman and Hendra (2025) asserts that dual engagement in shadowing accelerates the development of oral proficiency, as students are consistently exposed to correct language models and are required to imitate them in real time. Over time, this repeated practice enhances learners' confidence, reduces hesitation, and fosters a more natural flow of communication, making it a highly effective technique for improving speaking skills in EFL contexts.

Therefore, the statistically meaningful results obtained in this study provide strong evidence for the effectiveness of the shadowing technique in enhancing the speaking abilities of EFL learners. These findings highlight its value as a meaningful instructional strategy that can be integrated into classroom practice to strengthen students' communicative competence, particularly by fostering greater fluency, more precise pronunciation, improved grammatical accuracy, appropriate intonation, and more effective interaction.

CONCLUSIONS

The findings of this study provide empirical evidence that the implementation of the shadowing technique had a categorical impact on the development of speaking skills among first bachelorette level students. The pre-test results indicated that students initially exhibited a moderate level of oral proficiency across the five assessed components: fluency, pronunciation, grammar, comprehension, and interaction, thus confirming the need for targeted pedagogical intervention. Besides, the structured application of the shadowing technique enabled learners to engage in repeated exposure to authentic spoken input while simultaneously reproducing it. This process promoted active listening and immediate production, which contributed to the refinement of key aspects of oral performance.

Additionally, the integration of both individual and pair-based tasks facilitated not only autonomous practice but also collaborative interaction, thereby enhancing students' communicative engagement. Moreover, the comparison between pre-test and post-test results revealed a measurable improvement in students' overall speaking performance. The increase in scores across all five components suggests that participants were able to develop greater fluency, improve pronunciation accuracy, and demonstrate enhanced grammatical control, comprehension, and interactional ability. These results support the effectiveness of the

shadowing technique as a pedagogical tool for fostering oral language development in EFL contexts. In conclusion, the study underscores the value of incorporating shadowing into English language instruction, as it stocks learners with meaningful opportunities to internalize the phonological and rhythmic features of the target language.

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