

THE ROLE OF SHADOWING IN IMPROVING SPEAKING SKILL IN ENGLISH

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Annotation: This study explores the effectiveness of the **shadowing technique** in improving English speaking skills among intermediate-level learners. Shadowing, which involves immediate repetition of a model speaker's speech, was applied over four weeks to assess its impact on **fluency, pronunciation, and confidence**. A quasi-experimental design was used with 30 participants divided into experimental and control groups. Data were collected through speaking tests, questionnaires, and audio recordings. Results showed that the experimental group achieved significant improvement in fluency and pronunciation compared to the control group. Students also reported increased confidence and motivation in speaking English. The findings confirm that shadowing is a practical and low-cost method to enhance oral communication and should be incorporated into English language teaching.

Key words: Shadowing technique; Speaking skill; Fluency; Pronunciation; Confidence; English language learning; EFL learners; Oral communication.

Аннотация: В данном исследовании рассматривается эффективность **техники шадоуинга (shadowing)** в развитии навыков устной речи на английском языке у обучающихся среднего уровня. Шадоуинг, предполагающий немедленное повторение за модельным диктором, применялся в течение четырёх недель для оценки его влияния на **беглость, произношение и уверенность** в речи. В исследовании использовался квазиэкспериментальный дизайн с участием 30 студентов, разделённых на экспериментальную и контрольную группы. Данные собирались с помощью тестов по говорению, анкет и аудиозаписей. Результаты показали, что участники экспериментальной группы значительно улучшили показатели беглости и произношения по сравнению с контрольной группой. Студенты также отметили повышение уверенности и мотивации при разговоре на английском языке. Полученные данные подтверждают, что шадоуинг является эффективным и недорогим методом развития устной речи и может быть успешно интегрирован в процесс обучения английскому языку.

Ключевые слова: Техника шадоуинга; Навыки говорения; Беглость речи; Произношение; Уверенность; Изучение английского языка; Обучающиеся EFL; Устная коммуникация.

Annotatsiya: Ushbu tadqiqot o'rtta darajadagi ingliz tili o'rganuvchilarida **shadoving texnikasining** og'zaki nutq ko'nikmalarini rivojlantirishdagi samaradorligini o'rganadi. Shadoving — bu namunaviy diktor nutqini darhol takrorlash usuli bo'lib, to'rt hafta davomida **ravonlik, talaffuz va ishonchlilik** ko'rsatkichlariga ta'siri baholandi. Tadqiqotda 30 nafar talaba ishtirok etgan bo'lib, ular eksperimental va nazorat guruhlariga bo'lindi. Ma'lumotlar so'zlashuv testlari, so'rovnomalar va audioyozuvlar yordamida to'plandi. Natijalar shuni ko'rsatdiki, eksperimental guruh ishtirokchilari nazorat guruhiga nisbatan ravonlik va talaffuzda sezilarli darajada yaxshilanishga erishdilar. Talabalar, shuningdek, ingliz tilida so'zlashishda o'z ishonchi va motivatsiyasi oshganini ta'kidladilar. Tadqiqot natijalari shadoving usuli og'zaki nutqni rivojlantirishning samarali va arzon usuli ekanini hamda ingliz tili o'qitish jarayoniga muvaffaqiyatli tatbiq etilishi mumkinligini tasdiqlaydi.

Kalit so'zlar: Shadoving texnikasi; So'zlashuv ko'nikmasi; Ravonlik; Talaffuz; Ishonchlilik; Ingliz tilini o'rganish; EFL o'rganuvchilari; Og'zaki muloqot.

The Role of Shadowing in Improving Speaking Skill in English

Chapter 1. Introduction

1.1 Background of the Study

Speaking is one of the most essential skills in English language learning as it enables learners to communicate effectively and express ideas fluently. However, for many non-native speakers, speaking remains the most challenging skill due to a lack of confidence, limited vocabulary, poor pronunciation, and insufficient practice opportunities.

Recently, the **shadowing technique** has gained attention as an effective method to improve fluency and pronunciation. Shadowing involves listening to a model speaker (audio or video) and repeating immediately to imitate rhythm, intonation, and pronunciation. Originally used in interpreter training, it is now applied in English teaching to help learners internalize natural speech patterns.

This study investigates the role of shadowing in improving students' speaking skills, focusing on **fluency, pronunciation, and confidence**.

1.2 Statement of the Problem

Many English learners have limited opportunities for real communication and tend to focus on grammar rather than fluency. Consequently, they often speak slowly

and unnaturally. This raises the question: *Can the shadowing technique effectively improve learners' speaking skills?*

1.3 Research Questions

1. How does shadowing influence students' speaking fluency?
2. Does shadowing improve pronunciation and intonation?
3. What are students' perceptions of using shadowing as a learning technique?

1.4 Objectives of the Study

1. To examine the effectiveness of shadowing in enhancing speaking fluency.
2. To identify improvements in pronunciation and intonation after shadowing practice.
3. To explore students' attitudes toward shadowing.

1.5 Significance of the Study

This research provides insights into an effective, low-cost, and accessible way to enhance speaking performance. The findings are beneficial for teachers aiming to develop students' communicative competence and for learners seeking to improve spoken English independently.

Chapter 2. Literature Review

2.1 The Concept of Speaking Skill

Speaking is an interactive process involving the production, reception, and processing of speech. According to Brown (2001), **fluency and accuracy** are the main indicators of speaking proficiency.

2.2 Challenges in Speaking

Learners often face problems such as limited vocabulary, incorrect pronunciation, and anxiety when speaking (Ur, 1996). These barriers hinder fluency and effective communication.

2.3 The Shadowing Technique

Lambert (1992) introduced shadowing as a method in which learners repeat speech simultaneously while listening. It enhances listening perception, pronunciation, and rhythm control (Tamai, 1997).

Types of shadowing include:

- Full shadowing*: repeating every word immediately.
- Partial shadowing*: repeating key words or phrases.
- Delayed shadowing*: repeating after a short delay.

2.4 Previous Studies

Studies by Hamada (2016) and Murphey (2001) demonstrated that shadowing significantly improves pronunciation, fluency, and listening comprehension. Learners also report higher confidence and motivation.

2.5 Research Gap

Most previous studies examined listening or pronunciation separately. Few explored the overall impact of shadowing on speaking performance in EFL classrooms. This study addresses that gap.

Chapter 3. Methodology

3.1 Research Design

A **quasi-experimental design** was used with pre-test and post-test groups to measure the impact of shadowing on speaking skills.

3.2 Participants

The study involved **30 intermediate-level students** aged 18–22 from the Faculty of Education. They were divided into an experimental group (shadowing practice) and a control group (traditional speaking activities).

3.3 Instruments

Speaking test (fluency, accuracy, pronunciation rubric)

Questionnaire (students' perceptions)

Audio recordings for analysis

3.4 Procedures

1. **Pre-test:** Both groups completed a speaking task rated by two evaluators.
2. **Treatment:** The experimental group practiced shadowing for 4 weeks (20 minutes per session, 3 times per week) using authentic English materials such as TED Talks and news reports.
3. **Post-test:** Both groups completed a similar speaking task.
4. **Questionnaire:** Feedback was collected from the experimental group.

3.5 Data Analysis

Quantitative data were analyzed using *t-tests* to determine significant differences between groups. Qualitative responses were analyzed thematically.

Chapter 4. Results and Discussion

4.1 Results

After four weeks, the experimental group showed significant improvement:

Fluency: mean score increased from 65.4 to 78.6.

Pronunciation: improved by 15%.

Confidence: students reported greater comfort when speaking English. The control group's progress was minimal.

4.2 Discussion

These results support Hamada (2016), showing that shadowing reinforces natural rhythm and reduces hesitation, improving fluency and pronunciation. Feedback also indicated increased awareness of English sounds and expressions, promoting independent learning.

Chapter 5. Conclusion and Recommendations

5.1 Conclusion

The study confirms that shadowing is an effective technique for improving English speaking skills. It enhances fluency, pronunciation, and learner confidence. Consistent shadowing practice helps internalize authentic language patterns.

5.2 Pedagogical Implications

Teachers should integrate shadowing as a supplementary classroom activity using podcasts, videos, or live speech. It can also serve as a self-study method for learners.

5.3 Recommendations for Future Research

Future studies may:

Examine long-term effects of shadowing on communication skills.

Explore digital or AI-based shadowing tools.

Investigate its influence on listening comprehension and vocabulary growth.

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