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*Investigating the Impact of the Shading Technique
on EFL Learners' Speaking Fluency: A Case Study of
Second-Year Pupils at Baadji Ali Middle School, Bouira*

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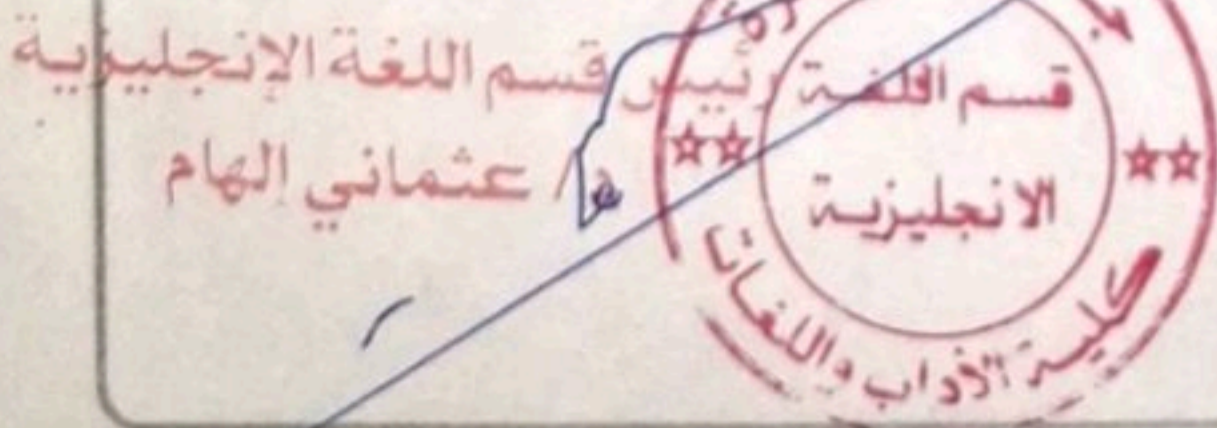
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تبحث خوارزميات نظامنا بعمق في المستند بحثًا عن أي تناقضات من شأنها أن تميزه عن الإرسال العادي. إذا لاحظنا شيئًا غريبًا، فإننا نقوم بالإبلاغ عنه لتتمكن من مراجعته.

التنبيه ليست بالضرورة مؤشرًا على وجود مشكلة، ومع ذلك، توصيك بتركيز انتباهك هناك لمزيد من المراجعة.

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Faculty of Letters and Foreign Languages

Department of English Language and Literature



**Investigating the Impact of the Shadowing Technique on EFL
Learners' Speaking Fluency: A Case Study of Second-Year Pupils at
Baadji Ali Middle School, Bouira**

**A Thesis Submitted to the Department of English Language and Literature - University
of Bouira – in Partial Fulfillment for the Requirement of Master's Degree in**

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Candidates

- Sabrina Dribine
- Manal Hadjam

Supervisor

Mrs. Nadia Messaoudi

Board of Examiners:

Mrs. Roza Aimeur	MAA	University of Bouira	President
Mrs. Nadia Messaoudi	MAB	University of Bouira	Supervisor
Dr. Fathia Kerroum	MCA	University of Bouira	Examiner

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Dedication

In the name of Allah, the Most Gracious and the Most Merciful,

I dedicate this work to my beloved mother, Hafida, whose endless love, support, and prayers have been my greatest source of strength.

To my dear father, Nacer, for his continuous encouragement and guidance throughout my journey.

To my sister, Serine, and my brothers, Yasser and Ramzi, for their support and presence in my life.

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To my close friends, Amel, Lamia, Kenza, Nadjia, and Salma, for their friendship and motivation throughout this journey.

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Dedication

First and foremost, I dedicate this work to my beloved parents, whose love and encouragement have shaped who I am today.

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Finally, I dedicate this work to myself in recognition of my perseverance, patience, and determination to keep going despite challenges.

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Abstract

This study investigates the impact of the shadowing technique on the speaking fluency of Algerian English as a Foreign Language (EFL) learners. Focusing on second-year pupils at Baadji Ali Middle School in Bouira, the research examines how this technique enhances oral delivery and temporal flow compared to traditional instructional methods. A quasi-experimental, mixed-methods design was adopted, utilizing an experimental group (n = 27) exposed to regular shadowing sessions and a control group (n = 26) following conventional classroom practices, comprising a total sample of 53 students. Data were gathered through oral pre- and post-tests, structured classroom observations, and a closed-ended attitude questionnaire. Post-test results revealed a statistically significant improvement in the experimental group's fluency, characterized by increased speech rate and fewer pauses. Furthermore, triangulation with observation and questionnaire data indicated that the technique substantially reduced communicative anxiety while boosting learners' conversational confidence, motivation, and engagement. The study concludes that shadowing is a highly effective pedagogical tool for developing oral proficiency in EFL contexts. These findings encourage the systematic integration of shadowing in secondary and middle school curricula, particularly in environments with limited exposure to authentic English input.

Keywords: Communicative Anxiety, EFL Learners, Oral Proficiency, Shadowing Technique, Speaking Fluency, Speech Rate

المخلص

تهدف هذه الدراسة إلى تقصي أثر تقنية التظليل على طلاقة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية في الجزائر. وتركز الدراسة على تلاميذ السنة الثانية من التعليم المتوسط بمتوسطة بعجي علي بولاية البويرة، حيث تسعى إلى استكشاف كيفية مساهمة هذه التقنية في تحسين الكفاءة الشفهية وانسيابية الكلام مقارنةً بطرائق التدريس التقليدية. وقد اعتُمد تصميم شبه تجريبي قائم على المنهج المختلط، حيث ضُمَّت الدراسة مجموعة تجريبية (27 تلميذاً) خضعت لحصص منتظمة باستخدام تقنية التظليل، ومجموعة ضابطة (26 تلميذاً) واصلت التعلم وفق الممارسات الصفية المعتادة، ليلعب العدد الإجمالي للمشاركين 53 تلميذاً. جُمعت البيانات من خلال اختبارين شفهيين قبلي وبعدي، وملاحظات صفية منظمة، واستبيان لقياس اتجاهات المتعلمين. وأظهرت نتائج الاختبار البعدي تحسناً ذا دلالة إحصائية في طلاقة التحدث لدى أفراد المجموعة التجريبية، تمثل في زيادة سرعة الكلام وتقليل فترات التوقف أثناء التحدث. كما بينت عملية التثليث المنهجي للبيانات المستمدة من الملاحظات الصفية والاستبيان أن هذه التقنية ساهمت بشكل ملحوظ في خفض قلق التواصل وتعزيز ثقة المتعلمين بأنفسهم، إلى جانب رفع مستوى الدافعية والمشاركة لديهم. وتخلص الدراسة إلى أن تقنية التظليل تُعد أداة بيداغوجية فعالة في تنمية الكفاءة الشفهية لدى متعلمي اللغة الإنجليزية كلغة أجنبية. كما تشجع النتائج على إدماج هذه التقنية بصورة منتظمة في مناهج التعليم المتوسط والثانوي، خاصة في البيئات التي تكون فيها فرص التعرض للغة الإنجليزية خارج القسم محدودة.

الكلمات المفتاحية: الكفاءة الشفهية، تقنية التظليل، طلاقة التحدث، قلق التواصل، متعلمي اللغة الإنجليزية كلغة أجنبية،

سرعة الكلام

List of Abbreviations and Statistical Symbols

Abbreviations / Symbols	Meaning
ACT	Adaptive Control of Thought
Ctrl	Control group
<i>df</i>	Degrees of freedom
EFL	English as a Foreign Language
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
Exp	Experimental group
IPA	International Phonetic Alphabet
<i>m</i>	Mean score
<i>n</i>	Number of participants in each group
<i>p</i>	Probability value (significance level)
<i>sig.</i>	Significance value (SPSS output indicator of p-value)
VS	Versus
ZPD	Zone of Proximal Development
<i>t</i>	t-test statistic

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General Introduction

Introduction

Over recent decades, English has become a global lingua franca used in different fields such as education, technology, science, business, and daily communication (Crystal, 2003). This worldwide status has heightened the significance of learning English in countries like Algeria, as it allows learners to access international knowledge (Belmihoub, 2018)

In early language teaching, traditional methods focused mainly on teaching grammar rules and relying on memorization to achieve accuracy (Richards & Rodgers, 2001). As a result, learners often knew grammatical rules but were unable to communicate effectively in real-life situations. This constraint resulted in the development of the idea of communicative competence, which highlights significant communication over just grammatical understanding (Hymes, 1972). The transition from grammar-focused teaching to communicative competence signifies a notable alteration in language teaching priorities, as fluency is now viewed not as an added ability but as a crucial skill for equipping learners to connect successfully within the global community (Nation, 2009).

Speaking fluency is a core skill in communicative competence and a key factor in enhancing learners' confidence, participation, and autonomy (Goh & Burns, 2012). It allows learners to express ideas without hesitation, increasing their confidence in using English. It also promotes active participation in classrooms and develops autonomy, enabling learners to take charge of their own learning process. It is important to note that fluency differs from accuracy; learners may produce oral speech containing small errors, yet it is still acceptable as long as the meaning is clear (Skehan, 1996).

Despite the importance of speaking fluently, many EFL learners experience various challenges that limit their oral production. These problems can be classified into linguistic, psychological, and pedagogical reasons (Brown, 2001). Many middle school learners face issues such as limited vocabulary, difficulty in formulating sentences, and pronunciation errors, which lead to hesitation and reduced fluency, slowing down spoken communication. There are also several psychological barriers that may impair oral production. Learners are often hesitant to speak for fear of making mistakes, which can make them shy to engage and less motivated to practice the language in front of their classmates (Horwitz, 2001). Pedagogical issues may further affect oral fluency. Many classes still focus primarily on teaching grammar and written expression, providing few opportunities for speaking activities. Moreover, due to large class sizes and limited

instructional time, it is sometimes impossible to give all learners equal chances to communicate orally (Richards, 2006).

Statement of the problem

Despite the increasing emphasis on communicative competence in English language teaching, speaking fluency remains underdeveloped among Algerian middle school EFL learners. This limitation is not merely linguistic but stems from a complex interaction of pedagogical constraints, limited exposure to authentic input, and affective barriers such as anxiety and low self-confidence. Although classroom methods persist in emphasizing grammatical accuracy and written achievement, opportunities for substantial conversational contact are limited. As a result, learners frequently exhibit disjointed speech, regular pauses, and diminished effectiveness in communication.

Among emerging pedagogical techniques, shadowing has attracted growing interest as an effective technique for improving oral fluency by combining listening and speaking simultaneously. While previous studies have examined the use of the shadowing technique in adult EFL contexts and generally reported its positive effects on oral proficiency, other research has also extended its application to younger learners, particularly middle school students, mainly focusing on listening development and comprehension skills. However, despite its increasing use in EFL research, limited attention has been given to its impact on measurable aspects of speaking fluency, such as pause frequency and speech continuity, especially among middle school learners. In the Algerian EFL context, this gap remains even more evident, as the application of shadowing as a tool for developing speaking fluency and learner engagement at this level has not been sufficiently explored.

This study therefore seeks to address this gap by investigating how effectively shadowing can enhance speaking fluency in an EFL context with limited resources.

Research Question

The present study attempts to answer the following question:

To what extent does the use of the shadowing technique lead to measurable improvements in learners' speaking fluency, precisely in terms of pause reduction, speech rate, and speech continuity compared to traditional classroom instruction?

Research Objectives

The present study aims to investigate the effectiveness of the shadowing technique in enhancing EFL learners' speaking fluency within a middle school context. More specifically, it seeks to:

1- Evaluate the impact of the shadowing technique on learners' speaking fluency by comparing pre-test and post-test performance.

2- Analyse differences in speaking fluency between learners exposed to the shadowing technique and those receiving traditional instruction.

3- Examine the differences in pupils' speaking fluency before and after the use of the shadowing technique.

4- Examine learners' attitudes toward the shadowing technique in terms of motivation, engagement, and perceived usefulness.

5- Explore the pedagogical potential of integrating shadowing as a regular classroom practice in EFL settings.

Hypotheses

To answer the research question, two hypotheses were proposed: the alternative hypothesis and the null hypothesis.

H1: (Alternative Hypothesis) Learners exposed to the shadowing technique will exhibit significant improvements in speech rate, pause reduction, and speech continuity compared to those undergoing traditional instruction.

H0: (Null Hypothesis) There will be no statistically significant difference in speech rate, pause reduction, and speech continuity between learners exposed to the shadowing technique and those undergoing traditional instruction.

Significance of the Study

This study holds both theoretical and pedagogical significance within the field of EFL instruction.

From a theoretical point of view, it contributes to the growing body of research on the development of fluency by providing empirical evidence of the effectiveness of the shadowing technique in the context of the EFL in middle schools. It also provides a more measurement-based perspective on language proficiency by focusing on observable indicators.

From a pedagogical perspective, the study provides EFL teachers with an effective and practical technique to enhance learners' motivation and engagement in oral performance, especially in contexts characterized by limited exposure to authentic English input. The results show how simultaneous input-output processing and structured repetitions can support fluency development, which may influence classroom practices.

At a contextual level, the study may contribute significantly to filling a methodological gap in the Algerian middle school EFL setting, particularly in the teaching of speaking fluency, which often receives less instructional focus compared to other language skills such as grammar, writing, and listening. Overall, this study seeks to provide valuable insights that can enhance the teaching of speaking fluency and support learners in overcoming the challenges they face in Algerian middle school EFL classrooms.

Brief Overview of Methodology

This study adopts a quasi-experimental mixed-methods design to investigate the effect of the shadowing technique on EFL learners' speaking fluency. The research was conducted with second-year pupils at Baadji Ali Middle School in Bouira, divided into an experimental group and a control group.

The experimental group was exposed to structured shadowing sessions, while the control group followed conventional teaching practices. Data were collected through speaking pre- and post-tests based on parallel speaking tasks, to investigate the impact of the intervention.

Speaking fluency was evaluated through specific measurable indicators, including speech rate, pause frequency, and speech continuity. Quantitative data, including test scores and fluency measures, were collected through comparative statistical procedures to determine differences

within and between groups. In addition, a closed-ended questionnaire was administered to explore learners' attitudes toward the use of the shadowing technique.

In order to investigate participants' engagement with the shadowing technique, qualitative data was also gathered through classroom observation. A more thorough grasp of the intervention's effectiveness was ensured by the integration of quantitative and qualitative data.

Structure of the Study

The present study is structured into two main chapters in addition to a general introduction and a general conclusion. The general introduction presents the background of the study, the problem statement, research questions, hypotheses, objectives, significance of the study, and research methodology.

Chapter One is devoted to the theoretical framework and is divided into two sections: the first section focuses on speaking skills and fluency in the EFL context, while the second section deals with the shadowing technique, including its introduction, theoretical foundations, types, its relationship to speaking fluency, and its advantages and disadvantages in EFL learning contexts.

Chapter Two presents the field work and practical part of the study, including the research design, participants, data collection tools, procedures, and data analysis, followed by the discussion and interpretation of the results. It also includes both pedagogical and theoretical implications based on the findings, as well as suggestions for future research, in addition to the limitations of the study, mainly related to sample size and the duration of the intervention.

The study ends with a general conclusion that summarizes the main findings and provides further pedagogical implications and recommendations.

Chapter One

Theoretical Framework

1. 1 Introduction

English is widely recognized as a global language used mainly for communication and conveying messages, both as a first language in countries such as the United States, the United Kingdom, and Canada, and as a foreign or second language in many countries, including Algeria. In this context, improving speaking skills in EFL classrooms is a fundamental objective for both teachers and learners.

This chapter provides a comprehensive review of the literature related to English as a Foreign Language in the Algerian context. It explores the nature and the importance of speaking skills, the challenges learners face, and the key components underlying effective oral communication. It also consults the relationship between listening and speaking, and introduces the shadowing technique as a pedagogical strategy. Finally, it reviews previous studies and highlights the research gap addressed by the present study.

Section one: Speaking Skills and Fluency in EFL Context

1.2 English as a Foreign Language in the Algerian context

1.2.1 English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to contexts in which English is taught as a school subject within the educational system but is not used as a primary means of communication in the social or daily life of learners. In foreign language situations, English is neither the medium of communication nor instruction in society, and learners do not depend on it for everyday interaction. Instead, English is primarily learned to achieve specific purposes such as travelling, communicating with foreigners, or accessing written materials like books and newspapers. Moreover, EFL learners often have the opportunity to use different standard varieties of English because the language does not represent a national or cultural identity in these contexts (Broughton et al., 1980).

English can be acquired in different contexts including schools, universities, online courses, and interaction with native speakers, and these contexts have a significant influence on how the language is taught and what aspects are emphasized. English as a Foreign Language (EFL) generally refers to learners who study English mainly for communication purposes such as travel

or interaction with other English speakers, without living in an English-speaking community. In contrast, English as a Second Language (ESL) is associated with learners who live within the target-language community and therefore need English for everyday survival and integration, including dealing with institutions and social services. However, in today's globalized world, English is widely used for international communication, especially through the Internet, which makes the difference between EFL and ESL less clear. As a result, the term ESOL (English for Speakers of Other Languages) is often used to refer to both. Therefore, the learning context strongly influences the instructional practices and learning outcomes (Harmer, 2007).

1.2.2 E.F.L in the Algerian Educational Context

English in Algeria is primarily taught as a foreign language within the formal educational system, where Arabic and French are emphasized in social, academic, and professional interactions. Learners lack exposure to English and do not have sufficient opportunities to communicate in real-life situations because they rarely use English outside the classroom. Therefore, the Algerian learning environment is considered an EFL context, where English is mainly learned for practical and educational purposes (Slimani, 2016; Cheriguene, 2025).

1.2.3 Challenges of Learning English in Algeria

Algerian EFL learners face several challenges that hinder the development of their speaking skills. One major issue is the lack of exposure to English outside the classroom, which negatively affects listening comprehension, fluency, and pronunciation.

In addition, teaching practices often focus on grammar and reading rather than speaking and listening, which makes learners unable to communicate effectively (Cheriguene, 2025). In other words, teachers give more attention to grammar and reading, and they do not focus enough on speaking as an important skill. Therefore, learners find it difficult to communicate well in English. This highlights the importance of speaking in teaching English as a Foreign Language.

1.2.4 Pedagogical Implications for EFL Teaching

Despite the challenges, teaching English should consider learners' motivation because it plays a significant role in language learning (Harmer, 2001). However, motivation alone is not enough because learners still lack natural exposure and opportunities to practice communication. Teachers should maintain their learners' engagement through designing lesson plans with a variety of activities (Bernaus, 1987, as cited in Slimani, 2016). Therefore, teaching strategies in Algeria

should focus on methods that provide more importance to listening and speaking practices, create situations similar to real communication, and encourage learners to speak more. Techniques such as the shadowing can help develop pronunciation, rhythm, and fluency, and can deal with the main challenges faced by Algerian EFL learners.

1.3 Speaking skill in EFL Learning

1.3.1 Definition of Speaking

Speaking has been defined from multiple perspectives, reflecting its complexity as a language skill. David Nunan (1995) defines speaking as the ability to perform communicative functions such as requesting and expressing ideas, while Lynne Chaney (1998) emphasizes the integration of verbal and non-verbal symbols in communication. This means that features such as words, gestures, and facial expressions enable the learners to convey meaning effectively. Similarly, H. Douglas Brown (1994) and Anne Burns and Helen Joyce (1997) consider speaking as an interactive process of producing and receiving messages.

Other researchers provide a different perspective of speaking, Bygate (1987), for example, describes it as the production of auditory signals that lead to different responses from listeners. This involves organizing sounds in a structured way to express meaningful messages. Furthermore, Eckard and Keary (1981), Florez (1999), Howarth (2001), and Abd El Fatah Torkey (2006) also view speaking as a two-way process, emphasising the exchange of ideas, information, and emotions. Within this framework, speaking is seen as a collaborative activity that takes place between two or more participants within a shared context and time. This highlights the importance of not only the speaker's tone, but also the listeners' role in comprehending and responding to the speaker's message (Leong & Ahmadi, 2017).

While these researchers highlight different aspects of speaking, they converge on its interactive and communicative nature. However, they tend to overlook contextual constraints such as classroom environment, learners' anxiety, and limited exposure, particularly in EFL settings.

1.3.2 Importance of Speaking in EFL Learning

Speaking holds a significant place in EFL classrooms. According to Christine Goh (2007), it plays a crucial role in enhancing and developing language skills. In addition, a high level of speaking proficiency helps learners overcome the fear of public speaking and enables them to

express themselves more confidently. It also helps them to boost their self-confidence through building social relationships and friendship. It also facilitates engaging effectively with media (Yang, 2014, Leong & Ahmadi, 2017)

According to Nazane (2011), the English speaking proficiency is essential in the world as a global language for communication since it allows learners to convey messages, express feelings and ideas as well as to share problems and solutions.

Efrizal and Richards and Rodgers (2001) stated that in the traditional methods and techniques, speaking skill was neglected in the classrooms where the focus was on reading and writing skills. As mentioned by Ur (2000), speaking is a more essential skill than other language skills in achieving a successful communication and interaction. This means that among language skills, it is the most important skill and the central aspect in acquiring a language.

Baker and Westrup (2003) stated that the language speakers can gain more opportunities to find jobs in different companies and institutions. They are also more likely to increase their chances of employment and achieving career advancement. They also explain that learners who speak English very well can benefit from better education and work in various organisations. Krashen (1988) stated that when learners speak, their performance shows that they have acquired the language and learned its different aspects.

Although speaking is considered a key skill in EFL learning, some researchers tend to focus mainly on its importance without fully addressing the difficulties learners face when speaking. Therefore, there is a need to adopt suitable teaching strategies to support the development of learners' speaking ability. Speaking is essential for effective communication. However, learners often struggle with fluency, hesitation, and confidence, which may hinder their oral performance.

1.3.3 Components of Speaking

Since speaking is the most important skill in learning a foreign language, it allows learners to share their ideas, express their feelings, and interact with others. However, being able to speak effectively does not depend on a single ability, but on several components that work together to make communication clear and successful.

Therefore, it is very important to discuss the key components of speaking in order to know how to use this skill and apply it competently.

1.3.3.1 Fluency

According to Hughes (2002), fluency is the comprehensible way that learners use when they speak in order to ensure effective communication without losing listeners' attention. Hedge (2000) expressed that fluency is the ability to speak clearly, smoothly without hesitation.

1.3.3.2 Accuracy

Harmer (2001) claimed that accuracy intended to ensure the correctness (p. 104). In other words, it is the ability to produce correct sentences with appropriate structures and vocabulary. Ellis and Barkheizen (2005, p.135) also explain accuracy by the ability of applying the correct use of grammar, structure, and vocabulary in order to convey meaningful messages and to avoid errors.

1.3.3.3 Fluency VS Accuracy

Nation, I. S. P., & Newton, J. (2009) emphasize that there is a difference between fluency and accuracy in learning a language, and to develop each one separately, teachers design different activities.

Nation (1989) and Arevart and Nation (1991, as cited in Nation, I. S. P., & Newton, J., 2009) explain that activities that aim at enhancing fluency can also help learners make fewer mistakes and enrich their language use. When learners become more comfortable using language, they focus on improving the quality of their language production. Therefore, Skehan (1998) suggests adding a third aspect in addition to fluency and accuracy, which is complexity. Fluency refers to the speed and smoothness of a learner's speech and the number of hesitations, while accuracy refers to how grammatically correct the language is. In addition, complexity refers to using more developed and advanced language forms.

Schmidt (1992) explains that developing fluency is not only about speaking more quickly, but also about how knowledge is used and organized. Anderson's ACT theory shows that learning involves joining language parts into larger and broader units and improving how rules are used. As a result, fluency and accuracy are closely connected in language learning. When learners develop their speaking fluency, they may improve their accuracy and use more advanced language.

In this regard, the shadowing technique is particularly relevant, as it provides learners with repeated exposure to authentic speech, helping them develop automaticity, reduce hesitation, and improve the flow of speech. Through imitation and repetition, learners are trained to process language in real time, which directly supports the development of fluency in EFL contexts.

1.3.3.4 Pronunciation

According to Richards and Schmidt (2002), pronunciation refers to the way words are articulated in oral communication. In other words, it involves how learners produce different sounds to communicate effectively. Pronunciation includes several elements, such as individual sounds, stress, pitch, and intonation, all of which are closely related to meaning (Harmer, 2015). Essentially, it reflects the use of phonological features in both listening and speaking. Mastery of pronunciation is crucial for speaking fluently because accurate production of sounds and appropriate use of stress and intonation help learners convey their intended meaning clearly. Poor pronunciation can lead to misunderstandings, reduce learners' confidence, and hinder their ability to participate actively in conversations. Therefore, focusing on pronunciation development is essential not only for producing correct sounds but to also achieve effective oral communication.

1.3.3.5 Grammar

Grammar is “a systematic way of accounting for predicting an ideal speaker's or learner's knowledge of the language”. (Purpura, 2004, p.6). This indicates that grammar is a set of rules which learners should follow to form correct sentences. They should know how to apply them in order to produce a language accurately and correctly. Harmer (2015) refers to it as the ability of understanding how words are arranged and what forms they should have in communication. This highlights that knowing the grammatical rules and understanding how and when to use them helps learners speak correctly.

1.3.3.6 Vocabulary

According to Michael Lessard-cloustor (2013), vocabulary refers to a set of words used in language. It includes single items as well as lexical phrases of two or more words that convey a specific meaning in a context, such as “good morning”, “thank you”. Therefore, vocabulary is an important aspect in language learning. Learners should have sufficient words and phrases in order to communicate and interact with others. Teaching vocabulary enables them to understand, exchange information, and share ideas. When learners acquire new English vocabulary, they can develop language skills and achieve their goals. Vocabulary is not limited to individual words; it also includes three main aspects connected to form, meaning, and use (Nation & Meara, 2010). Consequently, understanding the English vocabulary requires knowing both how to learn it and how to apply it.

1.3.4 Speaking Problems in EFL Learning

Previous research has identified several obstacles that hinder learners' speaking performance, including inhibition, lack of topical knowledge, low participation and mother tongue (Tuan & Mai, 2015; Leong & Ahmadi, 2017).

First of all, inhibition is a problem that occurs when learners are unable to talk in front of their classmates due to fear of making mistakes. They may also feel anxious about criticism and other students' reaction towards themselves. Littlewood (2007) states that the classroom environment can create inhibitions for students.

The second problem is lack of topical knowledge. Rivers (1968) explains that learners often have no ideas to express during classroom discussion because their teachers do not select appropriate topics that suit their levels and background knowledge. Baker and Westrup (2003) stated that learners face difficulties when answering teacher's questions in a foreign language due to limited vocabulary and lack of knowledge of grammar.

The third problem is low participation, where learners cannot participate and interact effectively in the classrooms. In class, students have little time to talk, share ideas, and answer questions due to large class sizes, which limits their opportunities for participation.

The last problem is the use of the mother tongue. Some learners rely on their first language when they speak in class because they find it easier than the foreign language (Tuan & Mai, 2015, Leong & Ahmadi, 2017). According to Harmer (1991), learners use their first language for some reasons. First, when the teacher asks students to answer questions about a specific topic, they may answer in their mother tongue because they lack vocabulary, lexis, grammar, and pronunciation in the target language. In such cases, learners focus more on producing an answer more than on using the foreign language. Second, if the teachers do not encourage their learners to speak in English, their use of the mother tongue becomes natural. Therefore, teachers' motivation of their learners is essential, as it helps develop learners' speaking abilities. Finally, if the teacher uses the learners' mother tongue frequently, the learners may feel comfortable and rely on it, which may lead them to neglect the target language.

Although these classifications offer a helpful foundation, they often treat these challenges as isolated factors. In reality, these issues are deeply interconnected. For instance, inhibition is not merely a psychological obstacle but is often reinforced by pedagogical practices that prioritize

accuracy over fluency. Similarly, reliance on the mother tongue may reflect not only linguistic deficiency but also a lack of meaningful communicative tasks.

Consequently, addressing speaking difficulties requires a comprehensive approach that integrates linguistic, psychological, and pedagogical dimensions. This highlights the need for instructional techniques, such as shadowing, that simultaneously target multiple aspects of speaking development.

1.4 Listening-Speaking Relationship

Listening and speaking are closely connected skills in language learning, as effective communication depends on both comprehensible input and on producing meaningful output. While this input-based perspective has significantly influenced language teaching, it has been criticized for underestimating the role of output in language development. More recent approaches argue that speaking itself contributes to learning by pushing learners to process language more deeply and notice gaps in their knowledge.

Therefore, it is more accurate to think of speaking and listening as mutually reinforcing activities rather than as prerequisites. Without access to meaningful input through listening, learners cannot improve their speaking skills. This dynamic relationship between listening and speaking provides a strong theoretical foundation for the shadowing technique, which integrates listening and speaking in real time.

1.4.1 Definition of Listening

According to Nation & Newton (2009), listening is the first step toward developing speaking skills. To speak successfully, learners first need to develop their listening skills. Underwood (1989) defines listening as the process of interpreting and understanding spoken language from what we hear. In other words, listening involves the act of focusing on spoken input in order to understand and interpret meaning. Sevik (2012) states that listening is a receptive skill like reading since both of them focus on receiving information and processing language input.

1.4.2 Listening as a Source of Input

Listening is the natural precursor to speaking; the early stages of language development in a person's first language are dependent on listening (Nation & Newton, 2009). This means that listening is the foundation of speaking, as learners need to receive language input before they can

produce language output. In other words, listening as a primary source of input paves the way for the development of oral communication.

Porcel (2010) states that students can improve their speaking and listening skills through watching movies in English. Therefore, they can broaden their vocabulary and enhance their pronunciation and intonation.

According to Krashen (1985), listening plays a fundamental role in language learning because it provides learners with essential input such as pronunciation, vocabulary, and syntax. He also states that learners cannot develop their communication abilities without understanding the input. Douglas (2001) also argues that comprehensible input helps learners improve their communication skills without forcing them to produce perfect sentences.

1.4.3 The Role of Listening in Speaking Development

Listening and speaking skills are closely related; they work together in order to make the communication process more effective. Douglas (2001) states that “Many interactive techniques that involve speaking will also, of course, include listening.” This implies that it is very difficult to separate listening from speaking in language acquisition since learners need to understand others before they respond. In this sense, combining listening and speaking in language learning makes communication more meaningful, since learners practice receiving and producing language at the same time. This integrated relationship also supports the development of fluency, as learners are exposed to continuous input while simultaneously producing spoken language, which is a key principle underlying techniques such as shadowing.

1.4.4 Listening and Fluency Development

Listening is very important in developing learners' speaking fluency because it provides them with regular exposure to real and meaningful language. According to Paul Nation and Jonathan Newton (2009), understanding language input is a key part of language learning since it allows learners to slowly build their vocabulary and become more familiar with how language is used in real-life situations. By engaging in frequent listening activities, learners become able to identify common expressions, typical sentence structures, and the natural style of speech used by native speakers.

Over time, this ongoing exposure allows learners to process language more efficiently during interaction, leading to smoother and less hesitant speech. As Segalowitz (2000, as cited in

Chang, Millett, & Renandya, 2018) suggests, fluency is the ability to speak smoothly with little hesitation, and this is reinforced through continuous exposure to spoken language. In this way, listening helps learners gain confidence and become fluent in their speech. Thus, including listening tasks in language learning enhances speaking fluency. However, the effectiveness of listening activities depends on the quality of the input and the level of learners' interaction with it.

Section Two: The Shadowing Technique

1.5 The Shadowing Technique

1.5.1 Introduction to the Shadowing Technique

The shadowing technique is a pedagogical technique that involves listening to spoken input and reproduce it immediately and simultaneously (Hamada, 2012). The concept originates from cherry's (1953) study on selective attention, in which participants were asked to practice simultaneous listening and vocal repetition. Participants listened to different two passages and repeated aloud only the one they were asked to imitate. Later, this simultaneous listening and speaking paved the way for the emergence of the shadowing technique which was applied to train beginner interpreters, allowing them to practice listening to one language and repeating it immediately before moving on to full translation tasks (Hamada, 2019; Lambert, 1992).

Today, shadowing is used to enhance both listening and speaking skills by improving learners' pronunciation features, comprehensibility, and fluency through repeated imitation and practice (Foote & McDonough, 2017, as cited in Hamada, 2024). This technique helps learners understand and decode native speech patterns including pronunciation, rhythm, and natural stress, leading to meaningful communication.

In addition, by listening to a speech and reproducing it simultaneously, the brain processes language more quickly, which increases learners' ability to recall new vocabulary and structures. Over time, continuous shadowing promotes automaticity in speech production, decreases hesitation and enhances overall fluency and confidence in oral communication (Hamada, 2016; Lambert, 1992).

Although numerous studies demonstrate its efficacy in enhancing pronunciation, rhythm, and fluency, most of these studies have been carried out in adult or controlled learning situations.

This raises questions about its applicability in middle school settings where learners may have different cognitive and motivational profiles.

Additionally, even though shadowing is frequently linked to increased automaticity, its effectiveness mostly depends on elements like task design, material selection, and teacher supervision. Implementing it carelessly could turn it from a meaningful communicative endeavor into a mechanical repetition exercise.

Thus, more research is required to assess how shadowing might be successfully modified for certain educational situations, such as middle schools in Algeria.

1.5.2 Theoretical Foundations

The shadowing technique can be explained through several theoretical perspectives that highlight its role in developing fluency, prosody, and confidence in EFL settings.

1.5.2.1 Behaviourist Theory and Skill Acquisition Theory

From a behaviourist perspective, shadowing is based on the principles of stimulus–response, imitation, repetition, and reinforcement (Skinner, 1957). While behaviourism has been criticised, its principles remain relevant to the development of oral fluency. For instance, in shadowing, the audio input functions as the stimulus, and the learners’ immediate repetition acts as the response (Hamada, 2016). This repeated practice leads to the development of automaticity, allowing learners to produce speech more quickly and with less effort (Anderson, 1982). Thus, learners become more fluent, as their speech is less interrupted by pauses and hesitation.

Furthermore, reproducing speech successfully provides positive reinforcement, which plays a crucial role in boosting learners’ confidence, motivation, and fluency. Anderson (1982) explains in Skill Acquisition Theory that learners progress from conscious language learning into automatic processing. In the context of shadowing, repeated imitation of native speakers allows learners to move from controlled, effortful speech to automatic, fluent oral production.

1.5.2.2 Cognitive Load Theory

Beyond behaviourist and skill acquisition explanations, the shadowing technique is also supported by cognitive psychology. Sweller (1988, as cited in Duong & Nguyen, 2025) suggests that learning becomes more effective when learners process information through multiple channels, which helps reduce cognitive overload. In this case, the shadowing technique involves

both listening and speaking simultaneously, helping learners retain information and store it more effectively in long-term memory by reducing the burden on working memory.

1.5.2.3 Sociocultural Theory

According to Vygotsky's sociocultural theory, language learning develops through social interaction. He emphasised that speaking and thinking are deeply interconnected, as language plays a crucial role in organising and guiding learners' thinking. Learners can improve their abilities through interaction within their Zone of Proximal Development (ZPD), where they receive support and gradually enhance their performance over time. In shadowing, learners listen to spoken language and repeat it immediately. Even without direct interaction, they can use the speaker's input as guidance. Through this process, learners can acquire language structures and develop speaking ability through external input (Lightbown & Spada, 2021).

1.5.2.4 Task-Based Language Teaching Perspective

Task-Based Language Teaching constitutes another relevant theoretical lens through which the pedagogical value of shadowing can be understood, particularly in relation to its focus on authentic language use and communicative outcomes. According to Skehan (1998, as cited in Brown, 2000), a task is an activity that focuses on meaning, involves communication to solve problems, and prioritises outcome over language form. For example, learners may be asked to give personal information during a job interview. These tasks are designed to help learners gradually develop their ability to perform real-life communication through guided practice. In this context, shadowing is a supportive technique that helps learners improve fluency and accuracy, which are essential for successful task performance.

1.5.3 Types of Shadowing Technique

1.5.3.1 Kadota and Tamai's Types of shadowing

Kadota and Tamai (2004, as cited in Bustos León & Quichimbo, 2024) defined four types of shadowing: mumbling, synchronous reading, prosody, and content shadowing. Mumbling refers to imitating the sounds in a low voice immediately after hearing them. In synchronous reading, learners listen to the audio while reading the script aloud, trying to imitate pronunciation and intonation. Prosody shadowing is similar to synchronous reading but is performed without a text. It focuses on rhythm and intonation. Finally, content shadowing is not limited to repetition, as learners are expected to focus on both the form and meaning of the spoken language.

1.5.3.2 Hamada Types of shadowing

Hamada identified different types of shadowing that vary in terms of procedures and learning objectives. Unlike other classifications that present shadowing as a single general technique, Hamada's classification highlights the variety of shadowing activities and the different language skills they aim to develop. Some types emphasize pronunciation and auditory processing, whereas others focus on comprehension, interaction, or self-evaluation during the learning process. This classification indicates that shadowing can be adapted to different learning objectives and learners' needs.

Some of Hamada's types mainly target pronunciation, listening accuracy, and auditory processing. Blind shadowing focuses on repeating speech simultaneously, while mumbling involves repeating the speech softly, which allows learners to focus on improving sound recognition and pronunciation patterns more comfortably. Prosody shadowing focuses on intonation, rhythm, and stress, helping learners produce a natural flow of speech and develop better pronunciation skills. These forms of shadowing allow learners to strengthen their phonological awareness and listening abilities.

In contrast, other types are more related to comprehension and meaning construction. Pre-shadowing is performed before learners interpret the content, requiring them to focus first on listening and repetition, whereas post-shadowing occurs after understanding the context, allowing learners to produce speech more accurately and meaningfully. Content shadowing also focuses on meaning because learners should focus both on producing the language and understanding its meaning. These types illustrate that shadowing is not only limited to pronunciation practice but also supports listening comprehension and language processing.

Hamada also introduced collaborative and reflective forms of shadowing that promote learners' awareness and interaction. Self-monitoring shadowing involves reviewing one's shadowing performance in order to recognize and correct mistakes and develop better pronunciation and fluency. On the other hand, pair-monitoring shadowing requires evaluating a partner's shadowing performance, which promotes collaborative learning and feedback exchange. Conversational shadowing focuses on interaction during discussions. In addition, Hamada introduced specialized forms of shadowing such as IPA (International Phonetic Alphabet) shadowing, which uses phonetic symbols to support pronunciation accuracy; gesture shadowing, which combines speech with physical gestures; and text-presented shadowing, which relies on written scripts to guide learners during the activity. These types demonstrate the flexibility of

shadowing as a technique that can integrate different learning strategies and classroom contexts (Pwint Yee Win, 2020).

1.5.4 Shadowing and Speaking Fluency

Existing research has shown that shadowing can significantly improve learners' speaking fluency. Hamada (2017) explains that regular shadowing practices help learners develop a faster and more natural speech rhythm, which enables them to respond more quickly during conversation. Studies such as Foote and McDonough (2017, as cited in Hamada, 2019) report that learners who were involved in 8 weeks of regular shadowing practice showed real improvement in fluency, including smoother transitions between words and fewer pauses. Hamada (2017) and Kadota (2019) suggest that repeated shadowing practice can help EFL learners improve their speaking fluency as it reduces cognitive processing load and supports more efficient speech production. By easing the mental effort required for articulation, learners can focus more on constructing messages and formulating language. This shift allows them to speak more naturally, thereby improving fluency (Lambert, 1992).

However, these findings should be interpreted with caution. Many studies concentrate mostly on controlled experimental conditions and short-term gains, which may not accurately reflect classroom dynamics. Furthermore, speed and smoothness are frequently used to measure fluency, ignoring other crucial factors like coherence and effective communication. Moreover, fluency is often measured in terms of speed and smoothness, neglecting other important dimensions such as coherence and communicative effectiveness.

Therefore, there is still a need for context-specific study to look at how shadowing affects learners' speaking ability both quantitatively and qualitatively. This gap justifies the present study, which aims to explore not only fluency improvement but also learners' attitudes and engagement.

1.5.5 Advantages and Disadvantages of Shadowing

1.5.5.1 Advantages

"Shadowing helps following fast speech, which is one of the problems faced by non-native listeners". (Hamada, 2018, as cited in Ekayati, 2020)

That is, despite the challenges learners face in acquiring listening and speaking skills, shadowing techniques enable them to understand and comprehend the real language, focus on pronunciation and rhythm, and interpret fast speech.

According to Sunnarish (2017, as cited in Ekayati, 2020) shadowing technique is very useful, as it activates bottom-up and top-down processes. This helps learners listen accurately and grasp meaning more quickly. It also involves the use of echoic memory, which allows learners to store sounds for a short time and understand them precisely. In addition, Rost (2001, as cited in Ekayati, 2020) states that learners may lose their attention while listening due to internal and external factors. To ensure effective listening, learners should pay attention and focus on the speaker's words. In this context, shadowing helps them concentrate, follow the speech, and actively in the listening process.

1.5.5.2 Disadvantages

Although this technique has several advantages, it also has some disadvantages that should be considered. According to Compoverde and Argydo (2023, as cited in Bustos León & Quichimbo, 2024), since shadowing relies on repeating sounds at the same time, it may create noise in the classrooms which make learners struggle to listen and concentrate. Second, Giang (2022) highlights that shadowing can be time-consuming because it requires a lot of practice to achieve effective results. Teachers may struggle to choose or design suitable texts that match their learners' interests, needs, and levels. Therefore, careful material selection is very important to make the shadowing technique more effective and to achieve its objectives.

1.6 Conclusion

This chapter reviewed the main concepts related to speaking fluency and the shadowing technique in EFL learning. It first discussed the status of English as a Foreign Language in Algeria and highlighted the importance of developing speaking skills despite the challenges that learners may face.

In addition, the chapter emphasized the relationship between listening and speaking, since both skills are closely connected in the language learning process and contribute to improving oral communication skills. It also introduced the shadowing technique as an essential strategy for developing speaking fluency. Furthermore, it presented the different types of shadowing, its theoretical foundations, and its advantages and disadvantages in EFL classrooms.

Overall, the literature review provided the theoretical background of the present study and emphasized the effectiveness of the shadowing technique in enhancing speaking fluency in EFL learning.

Chapter Two

Field Work

2.1 Introduction

This chapter presents the practical part of the present study, which investigates the effect of the shadowing technique on EFL learners' speaking fluency. It describes the research design and the procedures followed during the field work, including the methodological framework, the participants, and the instruments used for data collection.

The data collection tools include pre-tests and post-tests, questionnaires, and classroom observations. These instruments were used to gather both quantitative and qualitative data in order to provide a comprehensive understanding of learners' progress and attitudes toward the shadowing technique.

The chapter also explains the implementation of the experiment, highlighting how the shadowing technique was applied in the experimental group compared to the traditional teaching method used with the control group. Furthermore, it describes how classroom observations were conducted to monitor learners' participation, fluency development, and classroom interaction during the intervention.

Finally, the chapter presents and discusses the main findings of the study based on test results, questionnaire responses, and classroom observations. These findings are analysed to evaluate the effectiveness of the shadowing technique in improving EFL learners' speaking fluency and to answer the research questions of the study.

2.2 Research Approaches and Methods

Research is generally defined as a systematic and structured process that involves collecting and analysing data to generate new knowledge of a particular topic (Creswell, 2014). Similarly, Burns (2010) described research as a methodological study conducted to investigate and comprehend real-life circumstances, especially in educational settings. In the same context, Kerlinger (1973) argued that the aim of research is to develop and examine theories in order to provide better explanation and interpretation of various phenomena.

In light of these perspectives, this research aims to investigate the impact of the shadowing technique on EFL middle school pupils' speaking fluency. A mixed-methods approach was adopted, combining both quantitative and qualitative methods. The quantitative component aimed to measure improvements in pupils' speaking fluency, while the qualitative one explored their

attitudes and perceptions of the shadowing technique. This integration of both methods ensures triangulation, as measurable performance can be cross-checked with their attitudes and classroom behaviours, enhancing the reliability and credibility of the findings (Dörnyei, 2007).

2.3 Research Design

A research design is a strategic plan that guides the collection and analysis of data in order to answer research questions or test hypotheses (Robson, 2011, p. 42). In this study, a quasi-experimental design was adopted to examine learners' speaking performance before and after the implementation of the shadowing technique, with the aim of assessing improvements over time. More specifically, this design reflects the integration of both quantitative and qualitative methods, as the pre- and post-tests serve a dual purpose. While quantitative data are used to measure learners' speaking performance, qualitative data help to explore their attitudes and engagement.

In addition, the study involves two groups of learners: an experimental group and a control group. The experimental group was exposed to the shadowing technique, while the control group followed the usual classroom teaching practices. This design allows for both within-group comparisons (pre- and post-test scores in the experimental group) to measure improvement over time, and between-group comparisons (experimental vs. control) to determine the effect of the shadowing technique on learners' speaking fluency.

However, quasi-experimental designs may encounter threats to internal validity, such as pre-existing differences between groups. To minimize this limitation, both groups were selected from the same level and educational context.

2.4 Population

Population refers to the entire group of individuals who share similar characteristics and are relevant to a specific research study (Creswell, 2014). It also represents the group from which the researcher aims to reach meaningful conclusions (Babbie, 2016). In this study, the target population consists of second-year middle school EFL learners at Baadji Ali Middle School in Bouira.

2.5 Sampling

Sampling refers to the process of selecting a portion of a population to participate in a research study, enabling the researcher to draw conclusions about the whole population (Creswell, 2014). In this study, convenience sampling was employed by selecting two accessible second-year middle school classes. The sample consisted of two groups: a control group and an experimental group.

The control group included 26 pupils aged between 12 and 14 who continued with the usual classroom activities. The experimental group consisted of 27 pupils aged between 12 and 14, the same age range as the control group. The shadowing technique was implemented with this group.

However, the use of convenience sampling may limit the generalizability of the findings, as the selected sample may not fully represent the broader population. Therefore, the results of this study should be interpreted within this contextual limitation.

2.6 Research Tools

Research tools are instruments or techniques used systematically to gather data. They allow researchers to ensure the accuracy and reliability of the collected data while addressing research questions and testing hypotheses (Creswell, 2014). To ensure the validity and reliability of the research instruments, a combination of quantitative and qualitative tools was employed. Pre-test and post-test were used to measure learners' speaking performance before and after the implementation of the shadowing technique. In addition, a questionnaire was reviewed for clarity and appropriateness to suit learners' age and proficiency level, and classroom observations were conducted to monitor learners' behaviour and performance during the sessions. These measures contributed to enhancing the accuracy and credibility of the collected data.

2.6.1 Pre-test

The pre-test was employed to assess learners' initial speaking performance. It focused on key components of speaking, mainly fluency. Learners were asked to prepare and perform a short dialogue in English. The dialogue was based on real-life scenarios in which they were required to buy some fruits, vegetables, and groceries from a supermarket and request directions to the supermarket. This test allowed the researcher to evaluate and assess the key components of speaking, specifically, fluency. Performance was scored using a structured rubric to ensure

objectively. The use of a familiar communicative context aimed to lower anxiety and allow learners to demonstrate their actual speaking ability.

2.6.2 Post-test

The post-test was conducted after the implementation of the shadowing technique to assess learners' speaking performance, particularly fluency. In both the experimental and control groups, learners performed a speaking task based on the same communicative situation as in the pre-test, namely a shopping scenario involving asking for directions and buying groceries. Learners were given a brief preparation time to organize their ideas before performing a role-play dialogue in pairs or groups. Their performance was scored using the same structured rubric as in the pre-test.

In the experimental group, learners had previously been trained using the shadowing technique during the intervention sessions, whereas the control group had followed regular classroom activities involving written dialogues and traditional speaking practice without shadowing.

2.6.3 Questionnaire

A simple closed-ended questionnaire was used to collect quantitative data on learners' attitudes, motivation, and engagement regarding the shadowing technique. The questions were written in simple language to suit the learners' age. This tool encouraged participants to become actively involved in expressing their opinions about the learning experience in a structured yet flexible manner.

However, self-reported data may be subject to bias, as learners might provide socially desirable responses. Therefore, to complement and validate the collected data, the teacher provided the final feedback based on classroom observation.

2.6.4 Classroom Observations

Classroom observation was used as a qualitative data on learners' behaviours and engagement before, during, and after the implementation of the shadowing technique. Moreover, this tool provided deeper insights and better understanding to learners' interaction with the technique to support the data obtained from the tests and the questionnaire. To minimize researcher subjectivity, the focus was on specific aspects such as learners' participation, attention, interaction,

fluency, and engagement. The main objective was to avoid subjective interpretation of learners' behaviours and to ensure more objective and reliable observation results.

2.7 Data Collection Procedure

The study was conducted over a period of one month, from 11 February to 18 March. It began with a pre-test in which learners in both groups were asked to perform a dialogue to assess their initial speaking performance. Their performances were scored using a structured rubric.

After that, the experimental group participated in shadowing sessions, which served as the main instructional intervention. During these sessions, learners practiced a model dialogue provided by the researcher using the shadowing technique. The intervention was conducted over six sessions, each lasting approximately 30 to 40 minutes. This ensured that all learners worked on the same content simultaneously, allowing them to concentrate on fluency, pronunciation, and engagement. In addition, using the same model allowed for a reliable comparison of learners' performance between the pre-test and post-test.

After the implementation of the technique, a post-test was administered to both groups, in which learners performed the same dialogue scenario used in both the pre-test and the shadowing sessions. Using the same scenario helped learners focus on language features rather than inventing new content. Their performances were scored using the same rubric as in the pre-test to ensure consistency.

After the post-test, a closed-ended questionnaire was distributed to gather learners' attitudes and perceptions, and classroom observations were conducted to monitor learners' engagement and behaviour during the sessions.

2.8 Ethical Considerations

Participation in this study was voluntary, and learners were informed that they could stop taking part at any time. Approval from the school administration was obtained before starting the study. The study respected ethical rules, including confidentiality, anonymity, and the well-being of all participants. All personal information was kept private and anonymous. The shadowing activities were designed to be simple and not stressful, in order to ensure that learners felt comfortable throughout the study.

2.9 Data Analysis and Findings

2.9.1 Introduction

This section presents the procedures used to analyse the data collected in the present study. It aims to examine the effect of the shadowing technique on EFL learners' speaking fluency by comparing pre-test and post-test results within each group and between the experimental and control groups. Statistical analysis using t-tests was conducted to determine whether there were significant differences in learners' speaking fluency scores and to identify any improvement following the implementation of the shadowing technique. The level of significance was set at $p < 0.05$. Concerning fluency, it is assessed based on different dimensions, including speech continuity and speech rate (see the scoring rubric in Appendix A). In addition, the closed-ended questionnaire was analysed to identify learners' attitudes and perceptions toward the use of the shadowing technique. Furthermore, qualitative data obtained from classroom observations were analysed descriptively to provide further insight into learners' engagement and classroom behaviour during the intervention.

Finally, the findings are interpreted in relation to theories of speaking fluency and previous studies on shadowing technique, with a focus on their pedagogical implications for improving learners' speaking fluency and speech automaticity.

2.9.2 Quantitative Analysis and Interpretation of Findings

2.9.2.1 Pre-test Results

The pre-test was conducted to both the experimental group (n=27) and the control group (n=26) in order to determine learners' initial speaking performance in terms of fluency before the implementation of the shadowing technique.

Group	Number of Learners	Mean score
Experimental	27	7
Control	26	6.38

Table 1: *Pre-test Scores of the Experimental and Control Groups*

The findings indicate that the experimental group obtained a mean score of 7, whereas the control group obtained a mean score of 6.38 in the pre-test. The slight difference between the two

scores shows that both groups had nearly similar levels of speaking fluency before the intervention. This similarity suggests that the two groups were comparable at the beginning of the study, which ensures a fair comparison in the post-test phase after the implementation of the shadowing technique in the experimental group.

In order to confirm the similarity between the two groups before the intervention, an independent sample t-test was conducted on the pre-test scores. The analysis revealed that there was no statistically significant difference between the experimental and control groups at the pre-test stage:

$$T(51) = 1.16, P > 0.05$$

This confirms that both groups started from approximately the same level of speaking fluency before the implementation of the shadowing technique.

2.9.2.2 Post-test Results

2.9.2.2.1 Post-test Speaking Fluency Scores (Overall Results)

The following table presents the post-test results of both the experimental and control groups in terms of overall speaking fluency scores after the implementation of the shadowing technique in the experimental group.

Group	Number of Learners	Mean Score
Experimental	27	10
Control	26	7.47

Table 2: *Post-test Speaking Fluency Scores of the Experimental and Control Groups*

The findings show that the experimental group obtained a mean score of 10, while the control group achieved a lower mean score of 7.47. This suggests that the experimental group demonstrated better speaking fluency performance compared to the control group, which may be attributed to the use of the shadowing technique.

2.9.2.2.2 Independent Sample t-test (Post-test)

The following table presents the results of the independent sample t-test conducted on the post-test speaking fluency scores of both the experimental and control groups.

Variable	n (Exp)	n (Ctrl)	m (Exp)	m (Ctrl)	t	df	Sig. (p)
Post-test Speaking Fluency	27	26	10	7.47	3.42	51	< 0.05

Table 3: *Independent Sampling t-test for Post-test Results*

The findings show a statistically significant difference between the two groups in favor of the experimental group ($t(51) = 3.42, p < 0.05$), indicating that the improvement observed in the experimental group's speaking fluency is unlikely to be due to chance. This suggests that the shadowing technique contributed to improving the experimental group learners' speaking fluency.

2.9.2.2.3 Within-Group and Between-Group Comparison

The following figure displays the pre- and post-tests results of both groups, showing the improvement within each group and the comparison between their performance levels.

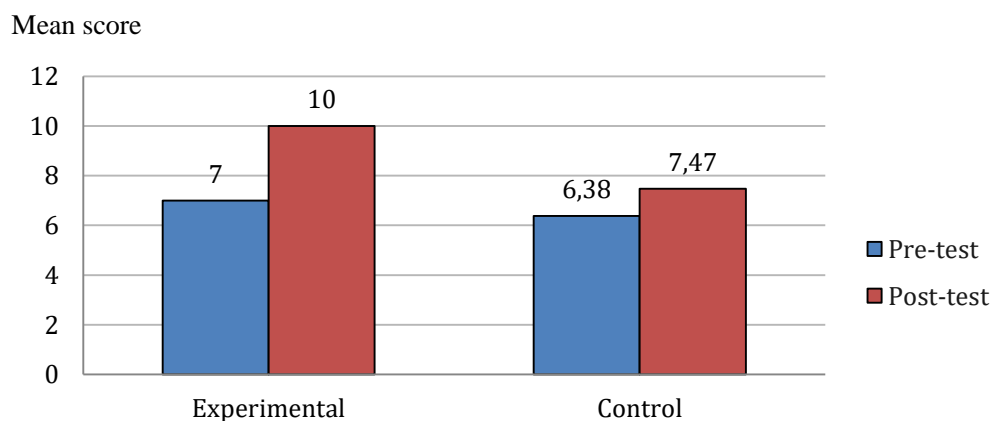


Figure 1: *Post-test Results of Control and Experimental Groups*

- **Within-Group Comparison**

The within-group comparison of the pre-test and post-test results reveals that both groups improved in their speaking fluency scores.

As shown in **Figure 1**, the control group demonstrated a slight improvement from pre-test to post-test, while the experimental group showed a more noticeable increase in performance.

Interpretation

This improvement in both groups can be explained by general classroom exposure to speaking practice and language input during traditional classroom practice. However, the greater progress in the experimental group suggests that additional structured practice provided in the shadowing technique had a stronger impact on learners' fluency development.

- **Between-Group Comparison**

The between-group comparison focuses on the differences in post-test speaking fluency scores between the experimental and control groups.

As shown in **Figure 1**, both groups improved; however, the experimental group achieved a higher post-test mean score (10) compared to the control group (7.47), indicating better overall performance.

The difference in improvement was confirmed by the independent sample t-test, which showed a statistically significant difference in favor of the experimental group ($t(51) = 3.42, p < 0.05$).

This suggests that the use of the shadowing technique in the experimental group contributed to better improvement in learners' speaking fluency compared to the traditional teaching method used with the control group, which can be explained by Skill Acquisition Theory. This theory states that language learning develops through repeated practice that leads to greater fluency and automaticity.

2.9.2.2.4 Analysis of Speaking Fluency Dimensions

The following analysis examines each dimension of speaking fluency individually to highlight the performance gap between the experimental and control groups.

- **Speech Continuity**

The following figure displays the post-test comparison of learners' speech continuity in both the experimental and control groups after the implementation of the shadowing technique.

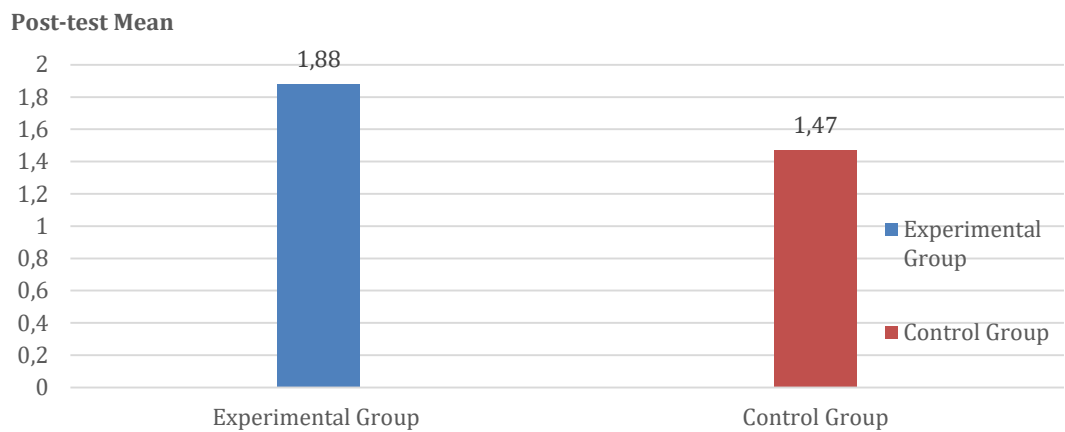


Figure 2: *Post-test Comparison of Speech Continuity in the Experimental and Control Groups*

The findings show that the experimental group achieved a higher mean score (1.88) in speech continuity compared to the control group (1.47). This indicates that learners who were exposed to the shadowing technique were able to produce more continuous and smoother speech with fewer pauses and interruptions than those in the control group. This improvement can be explained from a behaviourist perspective, where repetition and imitation in shadowing help learners develop automatic speech, resulting in better speech continuity.

- **Speech Rate**

The following figure presents the post-test comparison of learners' speech rate between the experimental and control groups.

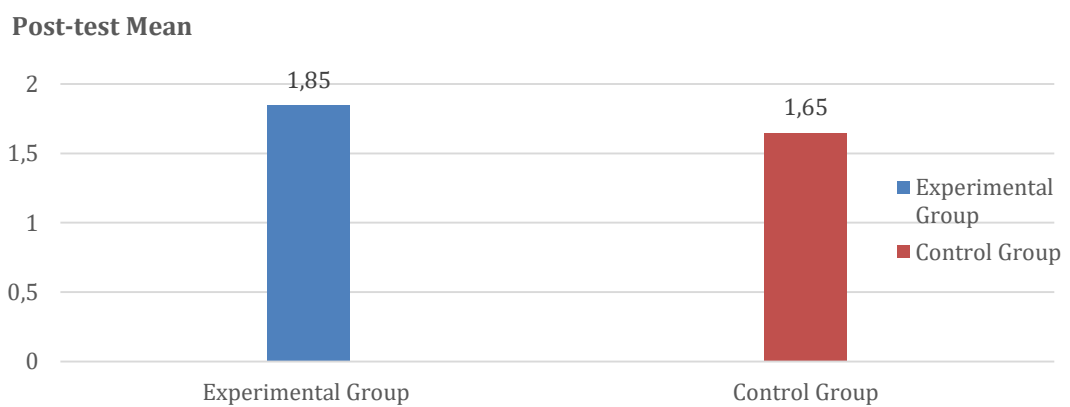


Figure 3: *Post-test Comparison of Speech Rate in Experimental and Control Groups*

The findings show that the experimental group obtained a higher mean score (1.85) in speech rate compared to the control group (1.65). This indicates that learners who were exposed to the shadowing technique were able to speak at a more natural and fluent pace than those in the control group. This finding supports Anderson's (1982) Skill Acquisition Theory, which explains that repeated practice leads to automaticity, allowing learners to produce speech more rapidly and effortlessly.

- **Hesitation**

Figure 4 illustrates the post-test results of learners' hesitation in both the experimental and control groups.

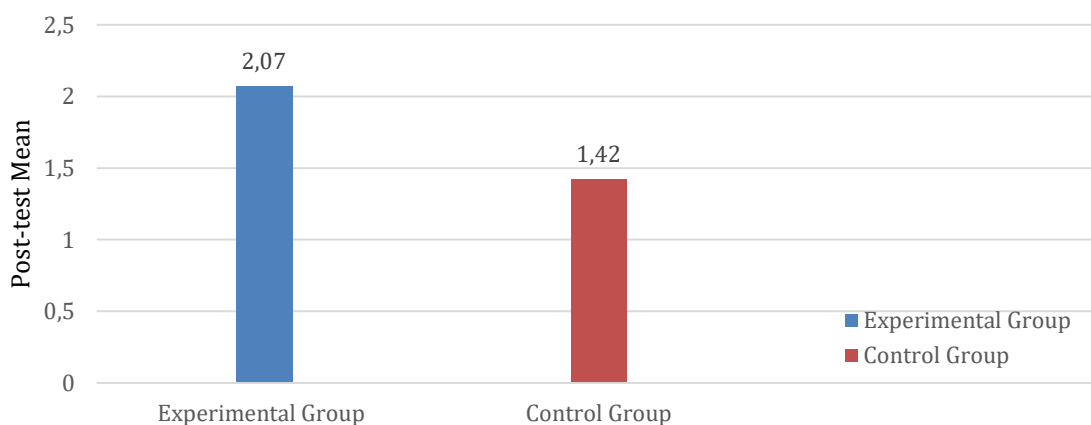


Figure 4: *Post-test Comparison of Hesitation in Experimental and Control Groups*

The findings indicate that the experimental group achieved better results than the control group in terms of hesitation, with a higher mean score ($m = 2.07$) compared to ($m = 1.42$). Since the scoring scale was designed so that higher scores indicate fewer hesitation occurrences (see Appendix A), this result suggests that learners in the experimental group hesitated less and produced speech more smoothly. These findings support the effectiveness of the shadowing technique in improving speaking fluency, as stated in previous studies. For instance, Hamada (2016) found that regular shadowing practice allows learners to reduce hesitation and respond more naturally during oral communication. Similarly, Lambert (1992) explained that repeated imitation through shadowing trains learners to develop automaticity and process language more rapidly, which improves fluency in EFL learning.

- **Rhythm**

Figure 5 presents the post-test comparison of speech rhythm between the experimental and control groups.

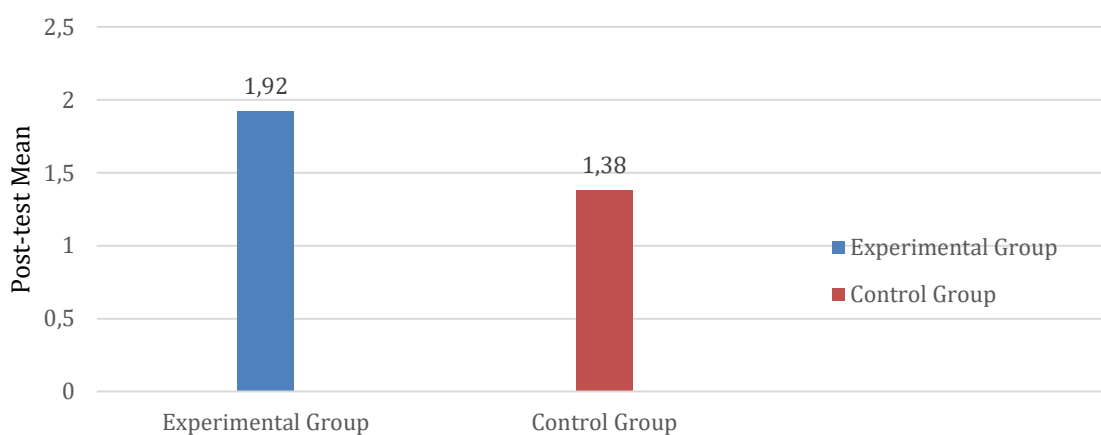


Figure 5: *Post-test Comparison of Rhythm in Experimental and Control Groups*

As illustrated in Figure 5, The experimental group achieved a higher mean score (1.92) in speech rhythm compared to the control group (1.38), indicating a more natural and smoother speech rhythm among learners exposed to the shadowing technique. This suggests that repeated exposure to spoken input and immediate repetition helped learners improve their timing and pacing in speech production. The findings align with Hamada (2017), who emphasizes that shadowing enhances speaking fluency through continuous auditory input, which may contribute to more natural speech rhythm in learners' oral performance.

- **Confidence**

The following figure illustrates the post-test comparison of speaking confidence between the experimental and control groups.

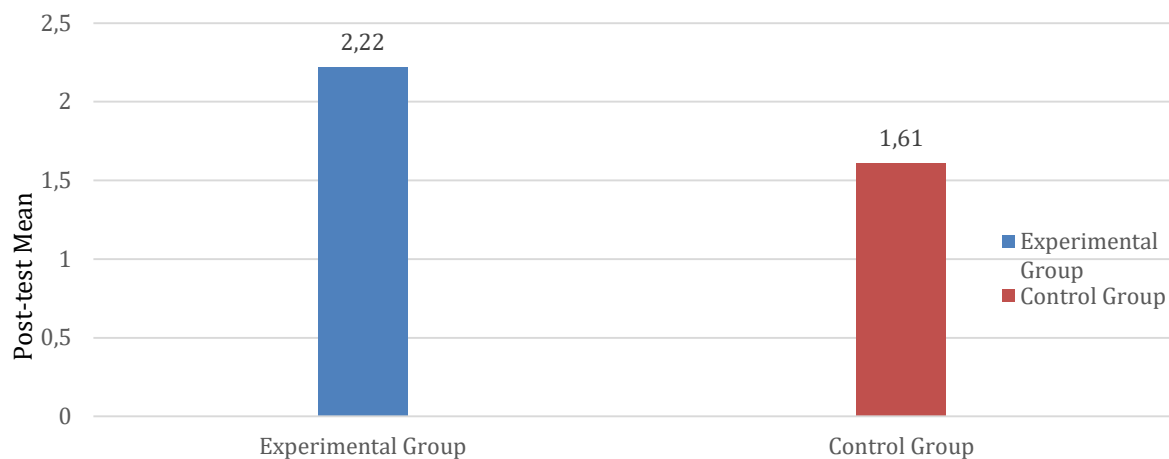


Figure 6: *Post-test Comparison of Confidence in Experimental and Control Groups*

Figure 6 shows that speaking confidence recorded a higher mean score in the experimental group (2.22) compared to the control group (1.61). This difference indicates that the shadowing technique helped learners develop greater confidence in oral expression. Continuous practice through listening and immediate repetition may have increased learners' familiarity with spoken language and reduced their fear of making mistakes. As a result, learners in the experimental group were able to express themselves more confidently and participate more comfortably in oral activities. These findings are consistent with the theoretical foundations and the literature review. Behaviourist Theory explains that repetition and reinforcement through shadowing can encourage learners to speak more naturally, reduce anxiety, and strengthen their confidence in oral performance. In addition, Hamada also found that repeated shadowing practice helps learners become more comfortable with spoken language, which enhances speaking confidence.

2.9.2.3 Questionnaire Analysis

The following figure presents the results of the closed-ended questionnaire regarding learners' attitudes toward the use of the shadowing technique.

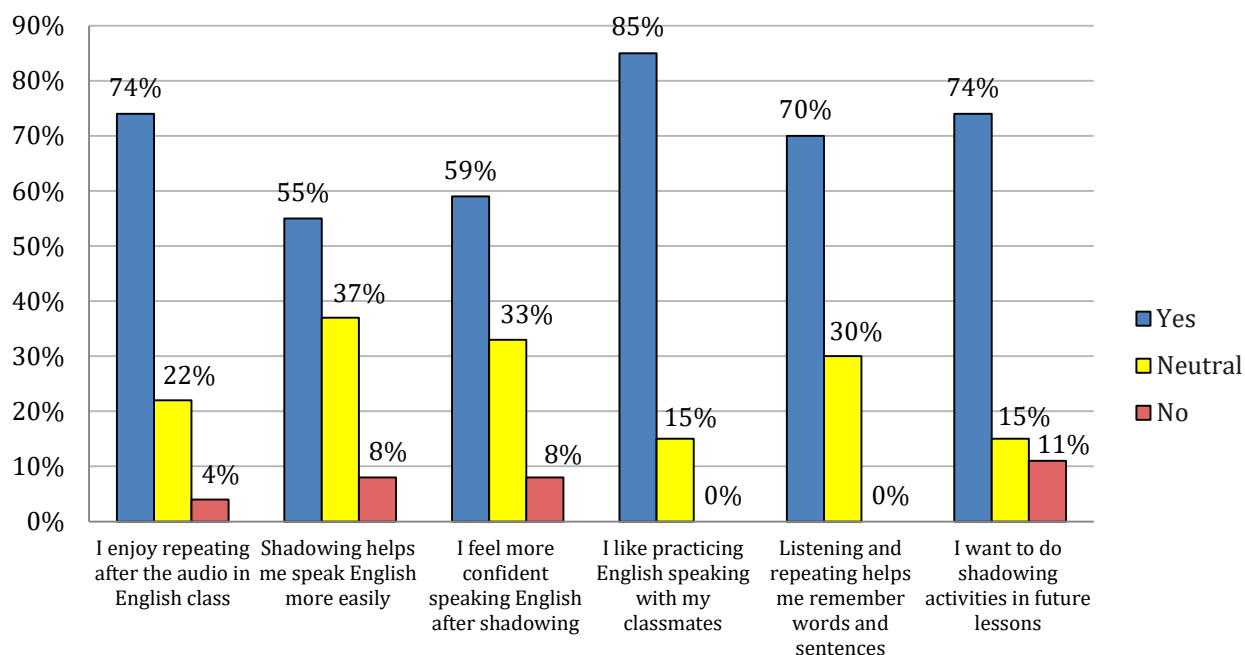


Figure 7: Learners' Attitudes Toward The Use of The Shadowing Technique

- **Repetition and Audio Practice**

The results show that 74% of learners enjoyed repeating after the audio in English class, while 20% remained neutral and 6% disagreed. This indicates that repetition through shadowing was generally well received, although a small number of learners were less engaged. This supports Behaviourist Theory (Skinner, 1957), which emphasizes learning through repetition and stimulus–response.

- **Speaking Improvement**

Regarding speaking improvement, 55% of learners stated that shadowing helps them speak English more easily, while 37% remained neutral and 8% disagreed. This suggests that the shadowing technique contributed to oral production development for many learners.

- **Speaking Confidence**

As for confidence, 59% of learners reported increased confidence after shadowing, while 33% remained neutral and 8% disagreed. This indicates that although most learners benefited, a significant number did not clearly feel an improvement in their confidence. This tendency can be explained by Anderson's (1982) Skill Acquisition Theory, which suggests that repeated practice leads to automaticity in speech production, reducing cognitive effort and contributing to greater speaking confidence.

- **Peer Interaction**

In terms of interaction, 85% of learners reported positive engagement in speaking with classmates, while a smaller percentage remained neutral or disagreed. This reflects a strong positive attitude toward collaborative learning, consistent with Vygotsky's Sociocultural Theory.

- **Memory and Retention**

The results reveal that 70% of learners believe that listening and repeating helps them remember words and sentences, while 30% remained neutral. This indicates that most learners perceived shadowing as helpful for vocabulary retention and memory of language structures. This finding is consistent with Hamada (2016), who states that shadowing can enhance short-term memory by improving learners' ability to retain and process spoken language input.

- **Future Use of Shadowing**

Regarding future use, 74% of learners expressed willingness to continue using shadowing, while 15% remained neutral and 11% disagreed. This indicates overall positive attitudes, although not all learners are fully convinced.

- **Overall Interpretation**

Overall, the questionnaire results indicate that learners generally have positive attitudes toward the shadowing technique, as it contributes to improvements in speaking skills, confidence, memory retention, and interaction.

2.9.2.4 Summary of Quantitative Findings

The quantitative results of this study demonstrated that the shadowing technique had a positive impact on learners' speaking fluency. Although both the control and experimental groups showed improvement from the pre-test to the post-test, the experimental group achieved better results after the implementation of the shadowing technique. The independent sample t-test confirmed that the experimental group performed better than the control group.

Furthermore, the experimental group scored higher in speech continuity, speech rate, hesitation, rhythm, and confidence, indicating that shadowing supports more fluent and confident speech. In addition, the questionnaire results revealed that most learners had positive attitudes

toward the shadowing technique and considered it helpful for improving their speaking fluency and confidence. Therefore, the findings confirm the effectiveness of the shadowing technique in enhancing EFL learners' speaking fluency.

2.9.3 Qualitative Analysis and Interpretation of Findings

2.9.3.1 Classroom Observation Analysis

- **Pre-test Stage Behaviour**

The classroom observations provided qualitative insights into learners' behaviour during different stages of the study. During the pre-test stage, learners in both groups appeared hesitant, shy, and lacked confidence when engaging in the speaking activity. They needed more time to formulate responses and often struggled to select appropriate words, which resulted in frequent pauses and limited fluency. Many learners were hesitant to participate orally, and their low confidence further reduced their willingness to speak. Overall, both groups demonstrated similar levels of speaking performance at the beginning of the study.

- **Intervention Phase (shadowing sessions)**

During the intervention phase of the shadowing technique, the experimental group showed gradual improvement in their speaking performance, reflected in increased engagement, reduced hesitation, and greater willingness to participate in the activities. Although learners were initially shy, they progressively became more active and motivated to follow and imitate the spoken model. As their confidence increased, their participation improved over time, and they started to enjoy the experience and interact more positively with their peers.

- **Post-test Behaviour**

During the post-test stage, the experimental group showed a significant improvement in engagement, confidence, and fluency compared to the control group. Learners produced more connected speech with fewer hesitation and displayed greater confidence and reduced shyness during the speaking task. In contrast, the control group showed only limited improvement, and many learners still appeared hesitant and reluctant to participate orally.

Overall, the classroom observations show that the use of the shadowing technique improved learners' confidence, motivation, and engagement in speaking activities compared to traditional classroom instruction.

2.10 Summary of Main Findings

The main findings of this study indicate that the use of the shadowing technique had a positive effect on learners' speaking fluency compared to traditional classroom instruction. The results of the pre-test and post-test showed a clear improvement in the speaking fluency of the experimental group, particularly in terms of speech rate, speech continuity, and reduction of hesitation. This improvement can be attributed to the repeated and model-based nature of the shadowing technique, which helps learners internalize language patterns and develop greater fluency in oral production. In addition, the t-test results confirmed that this difference between the experimental and control groups was statistically significant, indicating that the improvement in fluency was not due to chance but to the effect of the shadowing technique.

In relation to the research hypotheses, the study tested two competing assumptions. The alternative hypothesis (H_1) stated that learners exposed to the shadowing technique would exhibit significant improvements in speech rate, pause reduction, and speech continuity compared to those undergoing traditional instruction. The null hypothesis (H_0) stated that there would be no statistically significant difference between the two groups in speech rate, pause reduction, and speech continuity.

The results of the study support the alternative hypothesis (H_1). The post-test results and t-test analysis showed that the experimental group significantly outperformed the control group in all three aspects of speaking fluency: speech rate, pause reduction, and speech continuity. This indicates that the observed improvement is statistically significant and attributable to the effect of the shadowing technique rather than chance. Therefore, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is accepted, confirming the effectiveness of the shadowing technique in improving learners' speaking fluency compared to traditional classroom instruction.

The results of the questionnaire revealed that learners generally had positive attitudes toward the shadowing technique. Most learners reported that shadowing was engaging and useful and helped them feel more confident when speaking. In addition, classroom observations showed that learners became more active and eager to take part in speaking tasks.

Overall, these findings confirm that the shadowing technique improves learners' speaking fluency, as it enables them to produce more continuous speech with fewer hesitations and at a faster rate.

2.11 Implications of the Findings

- **Pedagogical Implications**

The findings of this study suggest that the shadowing technique can be effectively integrated into speaking instruction to improve learners' fluency and automaticity. Teachers can design shadowing tasks to meet learners' needs, interests, and proficiency levels. For instance, they can select meaningful and level-appropriate audio materials that allow learners to focus on overall speaking performance, including fluency, pronunciation, intonation, and rhythm, while engaging with appropriate language input that supports their development. Curriculum designers are also encouraged to integrate this technique into curricula by providing structured shadowing activities that gradually develop learners' speaking fluency. In addition, teachers should encourage learners to practice the shadowing technique outside the classroom through regular self-study in order to develop their oral production and confidence.

- **Theoretical Implications**

The findings of this study support behaviourist theory, as the improvement in learners' speaking fluency suggests that imitation and repeated exposure to model language through the shadowing technique contribute to more fluent and automatic speech production. This highlights the role of repetition and modelling in developing oral performance. The results also partially support Vygotsky's sociocultural theory, as learners benefited from guided practice and interaction during speaking activities, which contributed to the development of their fluency and confidence.

2.12 Recommendations for Future Research

Future research on the shadowing technique should involve a larger sample size to improve the generalizability of the findings. It would also be useful to investigate the effectiveness of the shadowing technique on other language skills or sub-skills such as pronunciation and vocabulary development. Further studies may also examine the role of technology in supporting shadowing practice and improving speaking fluency.

2.13 Limitations of the Study

The study has several limitations that should be acknowledged. First, the sample size was small, which may limit the generalizability of the findings to a wider population of EFL learners. Second, the duration of the experiment was limited, which may not have fully captured the long-term effects of the shadowing technique in developing learners' speaking fluency. Moreover, the study focused mainly on specific aspects of fluency such as speech rate, speech continuity, and hesitation, while other aspects such as pronunciation and vocabulary development were not deeply analysed. Finally, differences in learners' proficiency levels and motivation may have influenced the results.

2.14 Conclusion

This chapter presented and discussed the main findings of the study in relation to the research question and hypothesis. The results of the pre-test, post-test, questionnaire, and classroom observations revealed the effectiveness of the shadowing technique in improving learners' speaking fluency, particularly in terms of speech rate, speech continuity, and reduction of hesitation. The chapter also discussed the pedagogical and theoretical implications of the findings, provided suggestions for future research, and outlined the main limitations of the study.

General Conclusion

General Conclusion

The present study investigated the effectiveness of the shadowing technique among second-year pupils at Baadji Ali Middle School in Bouira. More precisely, it aimed to examine whether the integration of shadowing activities could significantly enhance learners' oral performance, particularly in terms of speech rate, pause reduction, and speech continuity. To achieve this objective, a quasi-experimental mixed-methods design was adopted, combining both quantitative and qualitative approaches in order to ensure a thorough understanding of the effectiveness of this technique. The study compared an experimental group engaged in structured shadowing sessions with a control group following traditional instruction. In addition, learners' attitudes toward this technique were investigated using a questionnaire, while classroom observations provided additional insights into learners' engagement and interaction.

The findings of the present study provide clear evidence regarding the effectiveness of the shadowing technique in enhancing EFL learners' speaking fluency. The results indicate that learners exposed to structured shadowing activities showed greater improvement in their oral performance compared to those who followed traditional methods. This improvement suggests that shadowing creates continuous exposure to spoken language input, which facilitates learners' ability to process and reproduce speech more efficiently. The repetitive nature of the technique helps learners gradually shift from controlled production to more automatic speech production, which is essential for developing fluency. It can also be explained by the role of repeated exposure in developing procedural knowledge of language. Through continuous shadowing practice, learners are repeatedly exposed to correct pronunciation, rhythm, and sentence patterns, which gradually reduces their reliance on conscious translation from their first language. This shift from controlled to automatic processing is a key factor in fluency development, as it allows learners to focus more on meaning and communication rather than form construction during speech production.

Precisely, the analysis of the pre-test and post-test results revealed that the experimental group achieved significant progress in key fluency measures, namely speech rate, pause reduction, and speech continuity. This improvement reflects a development in learners' ability to process and produce spoken language more efficiently. It suggests that repeated exposure to structured shadowing practice facilitated the internalisation of linguistic patterns and improved learners' automaticity in oral production. Consequently, learners became more fluent, producing speech

with fewer pauses and greater continuity. From a cognitive perspective, this can be explained by the fact that shadowing reduces the cognitive burden associated with formulating sentences, allowing learners to focus more on fluency rather than language construction.

In contrast, the control group showed limited improvement in these aspects, indicating that traditional teaching methods may not provide sufficient opportunities for continuous oral practice and real-time language use. This may be due to the fact that conventional instruction often focuses more on accuracy, grammar explanation, and written exercises rather than spontaneous oral production. As a result, learners are exposed to fewer opportunities for developing automatic speech processing skills, which are essential for fluency development.

In addition to the pre-test and post-test findings, learners' responses to the questionnaire and classroom observations revealed generally positive attitudes toward the shadowing technique. Learners reported increased motivation, engagement, and enjoyment during the learning process. These affective factors contribute to creating a supportive learning environment that encourages participation and confidence. Furthermore, the findings suggest that the shadowing technique not only improves fluency but also enhances learners' confidence and willingness to communicate.

From an affective perspective, the positive attitudes reported by learners can be linked to reduced speaking anxiety and increased familiarity with spoken English patterns. When learners repeatedly engage in shadowing tasks, they gradually become more comfortable with the sound and rhythm of the language, which reduces fear of making mistakes. This increase in confidence plays an important role in encouraging learners to participate more actively in oral activities and to take risks in speaking, which are essential components of fluency development.

However, some learners expressed neutral attitudes, which may be explained by individual differences in learning styles, motivation, and proficiency levels.

In relation to the research hypotheses, the study tested two competing assumptions. The alternative hypothesis (H_1) stated that learners exposed to the shadowing technique would exhibit significant improvements in speech rate, pause reduction, and speech continuity compared to those undergoing traditional instruction. The null hypothesis (H_0) stated that there would be no statistically significant difference between the two groups in these aspects of speaking fluency.

The results of the study strongly support the alternative hypothesis (H_1). The post-test results and t-test analysis revealed that the experimental group significantly outperformed the

control group in all three targeted aspects of speaking fluency: speech rate, pause reduction, and speech continuity. This statistically significant difference confirms that the improvement observed in learners' performance is not due to chance but is directly linked to the implementation of the shadowing technique. Therefore, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is accepted.

From a statistical perspective, the rejection of the null hypothesis (H_0) confirms that the observed differences between the experimental and control groups are significant and not due to random variation. The results of the t-test provide empirical evidence that the shadowing technique had a measurable effect on learners' oral performance. This strengthens the reliability of the findings and supports the validity of the alternative hypothesis (H_1), which predicted significant improvement in speech rate, pause reduction, and speech continuity.

From a pedagogical perspective, the results show that the shadowing technique can be integrated into speaking instruction as a learner-centred and practice-oriented approach that enhances fluency and automaticity. This highlights the need to shift from traditional accuracy-focused teaching toward more communicative and practice-based approaches that provide learners with structured opportunities to improve pronunciation, fluency, intonation, and confidence. Teachers can use shadowing as a warm-up activity, a pronunciation drill, or a fluency-building task within regular lessons. In addition, the implementation of the shadowing technique encourages a shift in classroom dynamics from teacher-centered instruction to more learner-centered practices. In such environments, learners become active participants in the learning process rather than passive receivers of information. This change in roles promotes greater interaction, engagement, and responsibility for learning outcomes, which are essential factors in successful language acquisition.

From a theoretical perspective, the findings support behaviourist principles of language learning, particularly the importance of imitation, repetition, and reinforcement in developing oral proficiency. Repeated exposure to model language strengthens stimulus-response associations, leading to improved pronunciation and fluency over time. The results also align with Vygotsky's sociocultural theory, as learners' development was supported through guided practice and scaffolded learning during shadowing activities. Within the Zone of Proximal Development (ZPD), learners benefit from structured input that gradually leads them toward independent performance.

Several limitations should also be acknowledged. The sample size was relatively small (53 learners), which limits the generalizability of the findings. In addition, the duration of the experiment was short, which did not allow for the observation of long-term effects. Individual differences among learners in terms of motivation, learning styles, and proficiency levels may have also influenced the results. Furthermore, the assessment of speaking fluency may involve some subjectivity, even though clear criteria were used. The use of a closed-ended questionnaire limited the depth of learners' responses, and the researcher's dual role as teacher and observer may have introduced potential bias.

Based on these findings, several recommendations can be made. Teachers are encouraged to integrate the shadowing technique into speaking classes on a regular basis, as it improves fluency, reduces hesitation, and enhances confidence. It is also recommended that this technique be applied over a longer period to better evaluate its long-term impact on oral proficiency. In addition, teachers should adapt its use according to learners' individual differences and proficiency levels. Combining shadowing with communicative speaking tasks such as role-play or dialogue reconstruction may further enhance interactional fluency. Future research should include larger samples and qualitative interviews to gain deeper insights into learners' experiences and to improve the validity and richness of findings.

Overall, this study highlights the positive impact of the shadowing technique on EFL learners' speaking fluency. Despite some limitations, the results demonstrate that shadowing is an effective instructional strategy that enhances speech rate, reduces hesitation, and improves speaking confidence. It also emphasizes the importance of continuous practice, varied teaching methods, and learner-centred approaches in developing speaking skills in EFL contexts.

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Appendices

Appendix A

Pre-test and Post-test Speaking Assessment Table (Criteria and Scores Framework)

Pupil	Pre-test	Post-test	Gain
Pupil 01			
Pupil 02			
Pupil 03			
Pupil 04			
Pupil 05			
Pupil 06			
Pupil 07			
Pupil 08			
Pupil 09			
Pupil 10			
Pupil 11			
Pupil 12			
Pupil 13			
Pupil 14			
Pupil 15			
Pupil 16			
Pupil 17			
Pupil 18			
Pupil 19			
Pupil 20			
Pupil 21			
Pupil 22			
Pupil 23			
Pupil 24			
Pupil 25			
Pupil 26			

Criterion	1 (weak)	2 (average)	3 (good)
Speech continuity	Many long pauses	Some pauses	Smooth Speech
Speech rate	Very slow	Acceptable speed	Natural speed
Hesitation	Frequent hesitation	Occasional hesitation	Rare hesitation
Rhythm	Disconnected speech	Some flow	Natural flow
Confidence	Low confidence	Some confidence	Confident speaker

Appendix B

Closed-ended Questionnaire

Statement	Yes	Neutral	No
I enjoy repeating after the audio in English class			
Shadowing helps me speak English more easily			
I feel more confident speaking English after shadowing			
I like practicing English speaking with my classmates			
Listening and repeating helps me remember words and sentences			
I want to do shadowing activities in future lessons			

Appendix C

Shadowing Material Used in the Study

At Home

Mother: Ahmed, please can you go to the supermarket?

Son: Yes, mum. What do you need?

Mother: I need some apples, bananas, milk, and bread.

Son: Okay, mum. I will go now.

In the Street

Son: Excuse me, sir. Can you help me, please?

Policeman: Yes, of course.

Son: Where is the supermarket?

Policeman: Go straight ahead, then turn left at the traffic lights.

Son: Is it far from here?

Policeman: No, it is near. It is next to the post office.

Son: Thank you very much.

Policeman: You are welcome.

At the Supermarket

Shop assistant: Hello. Can I help you?

Son: Yes, please. I want some apples and bananas.

Shop assistant: How many kilos do you want?

Son: One kilo of apples and one kilo of bananas, please.

Shop assistant: Anything else?

Son: Yes, I also need milk and bread.

Shop assistant: Here you are. That is 600 dinars.

Son: Thank you. Here is the money.

Shop assistant: Thank you. Have a nice day.

Son: Goodbye!