

PeopleDemocraticRepublic of Algeria Ministry of Higher

Education and Scientific Research

University 08Mai 1945

جامعة 8 ماي 1945

Faculty of Language and Letters

كلية الآداب و اللغات

Department of Language English and Letters

قسم الآداب و اللغات



OPTION: LINGUISTICS

**Teachers' and Students' Attitudes Towards the Implementation of Shadowing Technique
in developing Oral Proficiency in Oral EFL Classrooms.**

**Case Study of First Year Students & Teachers of Oral Expression of English Language at
08 Mai 1945 University- Guelma.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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June 2025

Dedication:

We would like to dedicate this work to our beloved one.

To our beloved families, whose continuous support, pure love, and valuable advice were the main motivation to accomplish this dissertation.

To all the teachers who lent a helping hand in the completion of this work.

To ourselves

Anfal & Mimouna

AKNOWLEDGEMENT

First of all, Alhamdulillah, all thanks and gratitude go to Allah, for giving us strength, blessings, and patience during the process of accomplishing this work.

We would like to extend our thanks to our supervisor **Mrs. Soumia MAAFA** for her help, suggestions, and encouragements which contributed to the fulfillment of this work.

We would like to extend our thanks to the members of the jury **Mr. Mohammed Walid CHETTIBI** and **Ms. Samia HARIDI** for their time and effort in evaluating our work.

We would like to express our appreciation to the students of the first year LMD at the University of 08 Mai 1945 for their contribution to the data collection process and their participation in the questionnaire, and also to the oral expression teachers for their participation in the interview.

Their participation was crucial in providing us with valuable data and insights for conducting this work.

Abstract

Developing strong Oral Proficiency is paramount for students who are learning English as a foreign language, as it directly impacts their communicative competence and effective interaction. This study investigates the attitudes and perceptions of teachers and students towards the implementation of the shadowing technique in oral EFL classrooms to enhance their oral proficiency. It is hypothesized that both teachers and students hold positive attitudes towards the use of this technique in oral EFL classrooms. The research employs a mixed-method approach, gathering quantitative data from students via a questionnaire and qualitative data from teachers through a structured interview. It is conducted with two samples at the university of Guelma: teachers of oral expression module and first-year students from the English department. The results reveal a mainly positive perception of the shadowing technique among both groups concerning its potential for enhancing Oral Proficiency. Teachers approve the techniques' effectiveness when it can be used with the appropriate materials and settings. In the same vein, students agree that it is efficient to improve their oral proficiency when it is applied in the right way.

Keywords: English as Foreign Language, Oral Proficiency, Shadowing Technique, Teacher attitudes, Students attitudes.

List of Abbreviations

CF: Corrective Feedback

EFL: English as a Foreign Language

ESL: English as a Second Language

IPA: International Phonetic Alphabet

L2: Second language

OP: Oral Proficiency

TOEFL: Test of English as a Foreign Language

TOEIC: Test of English for International Communication

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General Introduction

Effective oral communication is a key goal for English foreign language (EFL) learners, yet developing this skill remains challenging, requiring consistent practice and exposure to authentic language use. The shadowing technique has offered a potential solution in improving oral proficiency of EFL learners; however, its successful implementation depends on the perceptions of teachers and students. This study therefore investigates teachers' and students' attitudes towards the implementation of the shadowing technique in oral EFL classrooms, and how these views influence its role in developing learners' oral proficiency. It aims to guide both instructors and students on practical ways to use shadowing for improving their speaking abilities. Although previous observations and research show that shadowing can help students speak and listen well, it is still not used much in classrooms.

1. Statement of the Problem:

Effective oral communication is a basis of EFL learning, yet many students, particularly first-year license students at the university of Guelma, Algeria, struggle with fluency and accuracy. The shadowing technique has proved to be a promising tool for improving oral proficiency in EFL classrooms. However, the successful integration of any new technique depends significantly on the attitudes and perceptions of those involved in the learning process. In the context of oral EFL classrooms at the university of Guelma, understanding how both teachers and students perceive shadowing is crucial for determining its potential effectiveness and informing its successful implementation. Specifically, it is important to understand if teachers and students have similar or different views on using shadowing. If their views are different, it could make it difficult to use shadowing effectively in the classroom, hindering the development of oral communication skills. Therefore, investigating the subjective attitudes of teachers and students is essential. Significantly, a notable research gap exists concerning teachers and students' attitudes toward implementing shadowing technique in oral EFL classrooms, seeking to understand their beliefs about its benefits, challenges, and overall suitability for enhancing oral communication proficiency.

2. Aims of the Study:

This study aims to investigate teachers' and students' attitudes towards the implementation of the shadowing technique in oral EFL classrooms for the development of oral proficiency. The study pursues the following specific objectives:

- To investigate how teachers' attitudes and beliefs directly impact their strategies and decisions regarding the implementation of shadowing to develop oral proficiency in their EFL instruction.

- To analyze students' attitudes toward the shadowing technique and determine how these attitudes influence their engagement, perceived learning outcomes, and overall experience with the implementation of shadowing with the goal of developing oral proficiency in the oral EFL classroom.
- To identify the key factors, rooted in both teachers' and students' attitudes, that facilitate or hinder the successful implementation of shadowing to enhance oral proficiency in oral EFL learning environments.

3. Research Question:

- What are the teacher's attitudes towards the implementation of shadowing technique in oral EFL classroom to improve student's oral proficiency?
- What are the student's attitudes towards the implementation of shadowing technique in EFL classroom to enhance their oral proficiency?

4. Research Hypothesis:

- The teachers have positive attitude towards the use of shadowing technique in oral EFL classrooms.
- The students have positive attitude towards the use of shadowing technique in oral EFL classrooms.
- The teachers have a negative attitude towards the use of shadowing technique in oral EFL classrooms.
- The students have negative attitude towards the use of shadowing technique in oral EFL classrooms.

5. Research Methodology and Design:

5.1. Research Method:

This research adopts a mixed method approach through quantitative and qualitative data collection methods. The data gathering tools that is used to gather quantitative data from students, while the interview is used to gather a qualitative data from teachers in order to know their attitudes towards the implementation of shadowing technique in oral EFL classrooms. It aims to analyze their attitudes in 8 May 1945 Guelma university and the impact of the implementation of shadowing technique on students' oral proficiency.

5.2. Population and Sampling:

The present study is conducted with two samples; the participants of the first sample are teachers of the oral expression module at the University 8 Mai 1945, Guelma, and the second sample are the first-year license of the English department at university 8 May 1945, Guelma. The first sample is the teachers of oral expression in the English department at the university 8 May 1945. Guelma. For the second sample, students are selected randomly from the first-year license in English department at the university on 8 May 1945. Guelma.

5.3. Data Gathering Tools:

In order to realize the research aims as well provide answers the above mentioned questions we use a research tool which is questionnaire that it is given for students in first year license level in English department to know their attitudes and how the shadowing technique enhances their oral proficiency level, and an interview for oral expression teacher in English department to gather information about their attitudes towards the implementation of shadowing technique and how it impacts the students' oral proficiency level.

6. Research Significance:

First, this research provides an overview into how the shadowing technique is used in EFL classrooms. The importance of shadowing in enhancing learners' oral proficiency in the classrooms (speaking and listening skills). This technique can help students to develop their fluency and confidence in using English language in real-life situations.

Second, Understanding the attitudes of both teachers and students is important for effective teaching methods. Thus, teachers' awareness about the benefits and the challenges of this technique can influence its success that the teacher should be informed about all the aspects of this technique before using it in the classrooms. While students' interaction and engagement with this technique is important, its success depends on the student's participation in the classrooms. The students' understanding of this technique's advantages may motivate them to interact with it more. Identifying the challenges that may face both teacher and students while using this technique helps for its success in EFL classrooms on Algerian Universities.

These findings may help in the curriculum development, ensuring that shadowing is appropriate to include in language programs, using this technique in conjunction with other teaching methods in a way that creates a balanced and effective learning environment that suits both students and teachers' needs.

To conclude, the study provides the important role of the shadowing technique in enhancing students' oral proficiency at 08 Mai 1945-Guelma university. It offers a comprehensive view about how students' and teachers' attitudes can influence the success or failure of this technique in oral EFL classrooms.

7. Structure of the Dissertation

The dissertation consists of three chapters, accompanied by a general introduction and a conclusion. The first two chapters are about the theoretical framework of the study, while the third one is the analyses of the practical part of this research. The first chapter is entitled “Shadowing technique”, it provides a comprehensive examination of the shadowing technique, its definition, types, and historical development, the technique’s benefits and challenges, along with the practical implementation in EFL classrooms, including specific steps and materials and the connections between shadowing and both listening comprehension and overall oral proficiency development. The second chapter is entitled “Oral Proficiency.” It explores the term oral proficiency, its definition, importance, components such as fluency, comprehensibility and accuracy, its psychological and linguistic factors, the challenges in developing oral proficiency in EFL including the oral proficiency level of English language learners and a successful oral speaking class. The third chapter presents an analysis of data that is gathered from teachers’ interviews and students’ questionnaires about their attitudes towards the implementation of shadowing technique in oral EFL classrooms.

Chapter One: The shadowing technique

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The shadowing technique

1.1.Introduction:

Language learning techniques play a crucial role in developing learners' proficiency, particularly in oral skills such as speaking, listening, and pronunciation. Among the various methods used to enhance language acquisition, the shadowing technique has gained attention for its effectiveness in improving phonological accuracy, fluency, listening comprehension, and oral proficiency in EFL classrooms. Its ability to engage learners actively in the language acquisition process makes it a powerful tool for developing automaticity and confidence in speaking. This chapter provides a comprehensive examination of the shadowing technique; it will define shadowing, distinguish it from similar practices, and explore its various types, and historical development. A key focus will be on the technique's benefits and challenges, along with its practical implementation in the EFL classroom, including specific steps and materials. To conclude, the chapter will emphasize the significant connections between shadowing and both listening comprehension and oral proficiency development.

1.2.Historical Development of Shadowing:

Language education, especially EFL, only began to recognize the pedagogical value of the shadowing technique after around twenty years. Therefore, the historical progression of this technique can be traced back to cherry's (1953, as cited in Hamada, 2019) experiments on speech recognition, where participants were asked to repeat one of two simultaneous passages to demonstrate selective attention.

Over time, shadowing was adopted as a training technique for simultaneous interpreters, helping them learn to listen and speak simultaneously, before being introduced into Japanese EFL contexts in 1992 as a method for improving listening skills through bottom-up processing (Hamada, 2019). It was also used for beginner translators to practice listening and repeating in one language before advancing to translation. Eventually,

shadowing was introduced into language teaching as a method for improving listening skills, as it required learners to listen to and repeat auditory input (Hamada, 2019). Therefore, the evolution of shadowing from a psychological experiment to a language teaching tool demonstrates its wide applicability and effectiveness in developing listening and speaking skills.

In addition, hamada (2019) notes that while most studies on L2 shadowing have been conducted in Japan, the technique has gained popularity in East Asia and, more recently, internationally. Despite its growing recognition as an effective bottom-up listening strategy for L2 learners, he points out that a comprehensive review of shadowing remains absent. Thus, the widespread adoption of shadowing in East Asia suggests that it could be a valuable addition to EFL curricula worldwide, particularly for learners struggling with listening comprehension.

Although, the concept of shadowing originated in psychology, American linguist Professor Alexander Arguelles (1996) was the one who pioneered its application to language learning. He developed this technique, which required students to listen to narrative audio recordings of conversations or readings in the target language, as part of their learning process. And implemented it first in Germany and later at Handong University in South Korea (Alexander Argüelles, 2009, 5:52). Arguelles dedicated his research to develop shadowing into an effective tool for foreign language acquisition. In short, this technique emphasized the importance of auditory learning and engagement in language acquisition. By listening to authentic conversations and readings, students can improve their comprehension, pronunciation, and familiarity with the natural flow of the target language. This method aligns with the idea that consistent exposure to spoken language is crucial for developing fluency and confidence in communication.

1.3.Definition of the Shadowing Technique:

Researchers suggest various definitions for the shadowing technique among them, Shiota (2012) who defines it as a language learning method where the students hear a recording of the target language audio and simultaneously repeats what they hear. This technique requires learners to focus on mimicking the speaker's pronunciation, intonation, rhythm, of the target language as similarly as they can. Accordingly, using this method is an effective way to make learners fluently speaking the target language without making too many efforts since the speaking would not be spontaneous.

Also, shadowing involves spending a significant amount of time (at least two hours is recommended) with a student to observe their speaking and listening habits in an academic setting. By including more 'academic talk' in their teaching methods, educators, administrators, and community members can adjust their approaches to better support the oral language development needs of English Language Learners (Soto-Hinman, 2011). This highlights the importance of professional development for teachers, ensuring they are equipped with the skills to implement shadowing effectively in diverse classroom contexts.

Originally, shadowing was developed as a training exercise for interpreters. It involves listening to speech in one language and immediately restating it in another language, which is a key skill for interpreters. The ability to listen and speak simultaneously is crucial for aspiring interpreters, and shadowing is considered an effective interpreting training method since it combines listening and speaking practice (Horiyama, 2012). However, while shadowing is highly effective for interpretation training, its application in general language learning may require adaptations to suit the needs of non-interpreter learners.

Consequently, this technique has gained significant attention in recent years within the field of English education. Kshetree (2020), describes shadow education as the practice of seeking additional academic support through home tutors, private tutoring, or coaching programs. It encompasses various forms of learning that occur outside formal educational

institutions such as schools or colleges. While shadow education focuses on supplementary learning outside the classroom, the concept of 'shadowing' in language education shares a similar goal: providing additional practice to enhance skills. Shadowing, as a language learning technique, offers students the opportunity to improve their listening and speaking abilities through repetitive practice, much like how shadow education reinforces academic concepts through extra tutoring.

A final definition is proposed by Shockley et al. (2004), states that shadowing involves repeating sentences right after hearing them in English, without looking at the text. This method requires the listener to follow the speaker's words closely, much like a shadow or echo. Murphey (2001) adds that shadowing is not just a technique for practicing simultaneous interpretation but also a valuable tool for teaching English. The term 'shadowing' is derived from the concept of a shadow, which mimics every movement of an object. In the same way, shadowing involves replicating every word spoken by the original voice. Thus, this technique is particularly beneficial for EFL learners, as it helps them develop phonological awareness and fluency by closely imitating native speakers.

1.3.1. Shadowing and Repetition:

At first glance, shadowing and repetition may appear similar; both techniques involve saying words after hearing them, however, they use different timing and help with different parts of speaking. Hiramatsu (2000) identifies a key difference between these techniques, he states that repetition requires a short break after hearing the words, while shadowing keeps you speaking almost immediately after with hardly any gap. Consequently, while repetition builds accuracy, shadowing is especially effective for improving listening-speaking coordination, particularly for fluency development.

In addition, Kadota (2007) distinguishes between shadowing and repetition in cognitive processing. He emphasized that Shadowing requires immediate, real-time vocal

copying of speech input, forcing learners to focus intensely on accurate sound reproduction. In contrast, repetition allows silent pauses after hearing input, enabling learners time to analyze language structure and meaning before responding. This fundamental difference in processing speed suggests the two methods may yield different outcomes in terms of reproduction accuracy and word retention. Thus, these distinct cognitive demands imply that shadowing and repetition should be strategically placed: shadowing for developing automatic phonological processing, and repetition for conscious language analysis.

According to Mori (2023), his comparative study reveals fundamental differences in how shadowing and repetition facilitate language acquisition. While repetition allows learners to process input during deliberate pauses, enabling lexical and grammatical analysis, shadowing requires immediate vocal reproduction with only minimal delay (typically 1-2 syllables). This distinction, as Mori demonstrates, leads to different cognitive outcomes: repetition supports deliberate linguistic processing, whereas shadowing enhances real-time phonological encoding. Notably, Mori's findings suggest both techniques have distinct but complementary roles in developing L2 proficiency. Hence, this dichotomy suggests repetition may be more effective for explicit grammar instruction, whereas shadowing better serves fluency development; which is a distinction requiring teacher awareness when selecting classroom techniques.

1.3.2. Shadowing and Imitation:

While both shadowing and imitation involve copying someone's speech, they have key differences in purpose. According to Tran (2021), While the term 'imitation' remains debated in linguistic circles, scholars have drawn key distinctions between imitation and shadowing. Shadowing requires immediate, rapid repetition of heard speech, with learners focusing on reproducing both dialectal features and paralinguistic elements like vocal mannerisms. In contrast, imitation appears to involve more selective attention, where learners

concentrate primarily on phonetic characteristics (e.g., pronunciation, intonation) and other linguistic features of the target utterance. In short, this distinction suggests shadowing may be more effective than imitation for developing spontaneous speaking skills, as Tran's (2021) study found learners who shadowed dialogues demonstrated faster lexical retrieval in conversational tasks.

Shadowing is a focused language exercise where learners actively try to repeat speech immediately after hearing it. This actually builds on their natural ability to unconsciously match how others talk - something called "phonetic convergence" (Dufour & Nguyen, 2013). This aligns with natural imitation behaviors observed in babies who begin mimicking speech around 3 months old (Kuhl & Meltzoff, 1996, as cited in Dufour & Nguyen, 2013), and they keep doing it their whole lives without thinking (Meltzoff et al., 2009, as cited in Dufour & Nguyen, 2013). Research shows it helps language learners improve because it trains both how they hear sounds and how they produce them (Goldinger, 1998; Levelt, 1989, as cited in Dufour & Nguyen, 2013). As Dufour and Nguyen (2013) explain, what makes shadowing special is that it uses the brain's built-in ability to match speech patterns, but in a more structured way than normal conversation, making it distinct from spontaneous imitation in everyday interactions.

Nye and Fowler (2003) acknowledge that "word shadowing" can range from very accurate repetition to only a basic resemblance of the original speech. However, for their study, they define imitative behavior as any aspect of a spoken response that makes it similar to the target utterance, especially when it differs from how the speaker would typically pronounce those words without external auditory influence, such as when reading phonetic text aloud (Nye & Fowler, 2003). Thus, while shadowing and imitation both involve vocal replication. Shadowing is a purposeful practice, accuracy-focused training tool, where learners try to repeat words exactly as they hear them. Whereas, imitation is more natural and

automatic; it is how they unconsciously pick up accents or match someone's tone in conversation.

1.3.3. Shadowing Vs Tracking:

Several pedagogical techniques have been proposed and investigated for their potential to develop oral proficiency among EFL learners. Among the techniques are shadowing and tracking.

Investigating two such techniques, Yavari and Shafiee (2019) compared shadowing, is understood as an active listening task where learners attentively process spoken language and concurrently attempt to reproduce it with maximum accuracy (Mochizuki, 2006). This technique requires learners to closely monitor auditory input and immediately vocalize their interpretation. Tracking, on the other hand, involves a more audio-visual approach, where students engage in both listening and speaking by synchronizing their speech with video content presented in the target language (Willardson, 2014). Essentially, while both methods involve active engagement with spoken language, shadowing primarily focuses on auditory processing and immediate repetition, whereas tracking integrates visual cues and requires learners to speak in real-time alongside a video model. These distinct approaches are utilized in language pedagogy with the aim of fostering various aspects of learners' oral proficiency.

Martinsen et al. (2017) emphasize shadowing and tracking as technology-integrated methods showing potential for significantly improving pronunciation among language learners. While the terms are sometimes used synonymously, they represent distinct imitation activities. Tracking involves learners listening to native speaker recordings while following subtitles or transcripts and attempting to simultaneously reproduce the speech with minimal delay. In contrast, shadowing requires learners to repeat what they have just heard, often with a slight delay and sometimes involving pauses of the recording before repetition (Celce-

Murcia et al., 2010, as cited in Martinsen et al., 2017). Thus, both techniques engage learners in active imitation, but they differ in the immediacy of repetition and the use of visual aids.

1.3.4. Shadowing Vs Mimicking:

Shadowing and mimicking both serve as valuable language learning techniques, however they differ in focus.

Shadowing, as a technique, emphasizes the immediate, simultaneous repetition of an audio or video input, prioritizing the mirroring of pronunciation, intonation, rhythm, and fluency in real-time to foster automaticity in spoken production (Hamada, 2014; Teeter, 2017). In contrast, linguistic mimicry, based on Yates' (2003) work, is a pronunciation teaching method where students memorize and act out video scripts, imitating actors' speech, gestures, and expressions. This approach aims to lower anxiety and help learners naturally adopt correct pronunciation by engaging visual, auditory, and kinesthetic learning styles through watching, listening, and physical imitation of both sounds and the way words are spoken (Yates, 2003). Thus, while shadowing primarily centers on real-time auditory processing and oral mirroring, linguistic mimicking incorporates a broader range of communicative elements and a more deliberate, performance-based approach to internalizing pronunciation.

1.4.Types of Shadowing:

Shadowing can be applied in various ways and for different purposes, depending on the learner's goals and proficiency level.

1.4.1. Murphey's Types of Shadowing:

According to Murphey (1995), shadowing can take various forms, such as lecture shadowing, reading shadowing, and conversational shadowing, which can vary from complete to selective and interactive shadowing. In lecture shadowing, learners repeat the speaker's words silently in their heads. In other types, shadowing can be performed either

aloud or silently. For instance, in reading shadowing, one student reads a passage aloud while another student shadows the text. This variety of shadowing techniques highlights its flexibility as a language learning tool, allowing it to be adapted to different contexts and learner needs. For example, lecture shadowing is particularly useful in academic settings, where students need to process large amounts of spoken information, while conversational shadowing can help learners practice real-life communication skills.

Murphey (2001) further categorizes shadowing into three types: complete, selective, and interactive shadowing, each serving pedagogical purposes in language acquisition.

1.4.1.1. Complete Shadowing:

In complete or full shadowing, learners vocally reproduce every element of a speaker's utterance without omission, maintaining precisely aligned with the speaker's pace (Murphey, 2001). In short, Complete shadowing requires learners to instantly and precisely repeat every word a speaker says, perfectly matching their speech in real time. This exact replication strengthens pronunciation and listening skills through intensive practice.

Moreover, this shadowing method works best for advanced students. Since it is challenging, learners need to already know complex grammar and vocabulary well. Unlike beginners who might get stuck on difficult parts like perfect tenses or phrasal verbs, strong students can keep up without stopping (Muy, 2020).

1.4.1.2. Selective Shadowing:

Selective shadowing involves learners intentionally choosing and repeating only specific, meaningful words or phrases from the spoken input, rather than attempting to reproduce the entire utterance (Murphey, 2001). This method helps learners concentrate on specific language features; like new words, tough sounds, or grammar rules, without worrying about repeating everything perfectly. Thus, this method promotes metacognitive awareness, allowing learners to consciously select and practice specific grammatical

structures. Additionally, it trains them to internalize English pronunciation, intonation, and thought patterns—developing not just mechanical reproduction, but deeper cognitive processing of the language (Rodríguez Viteri, 2023).

1.4.1.3. Interactive Shadowing:

Interactive shadowing builds upon selective shadowing by incorporating the listener's own questions and responses into the dialogue. This two-way engagement creates a more authentic conversational flow and demonstrates active participation from the learner (Murphey, 1995). It helps students move from just copying speech to really communicating.

In addition, Nguyen and Minh (2019) describe interactive shadowing as a more advanced technique where learners perform two simultaneous actions: first accurately repeating selected portions of the input, then incorporating their own questions, comments, or personal reflections to create natural dialogue. This approach transforms students from passive repeaters into active participants who engage critically with the material – analyzing content, questioning information, and expressing original opinions while maintaining connection to the source audio.

1.4.2. Phonemic, Phrase and Adjusted Lag Shadowing:

Nicholson (1990) identified three types of shadowing: phonemic shadowing, phrase shadowing, and adjusted lag shadowing. These types differ in their approach and complexity.

1. **Phonemic Shadowing:** This involves repeating each sound immediately after hearing it, without waiting for the completion of a word or meaningful unit. The goal is to stay as close to the speaker as possible, almost overlapping their speech. Instructors encourage learners to stay as close behind the speaker as they can.
2. **Phrase Shadowing:** In this type, learners wait for a complete phrase or meaningful chunk before repeating it. This allows them to process the idea before shadowing.

Students are instructed to maintain a slight lag to ensure comprehension before repeating.

3. Adjusted Lag Shadowing: This is more challenging than phonemic shadowing. It requires learners to say a specific number of words behind the speaker (e.g., 5-10 words). Trainees are instructed to consciously maintain this lag throughout the exercise.

With these different types of shadowing, this reflects the technique's adaptability to various learning needs and goals. For instance, phonemic shadowing is particularly useful for improving pronunciation and fluency, as it forces learners to focus on the sounds and rhythm of the language. On the other hand, phrase shadowing and adjusted lag shadowing are more suited for developing listening comprehension and cognitive processing skills, as they require learners to process meaning or maintain a consistent delay. However, the effectiveness of these techniques depends on the learner's proficiency level and the context in which they are used. For example, beginners may find phonemic shadowing more manageable, while advanced learners may benefit from the added challenge of adjusted lag shadowing.

Moreover, various researchers such as (e.g. Someya, 1996; Goldinger, 1998; Hiramatsu, 2000) identify different types of shadowing: immediate and delayed shadowing, prosody shadowing, content shadowing and silent shadowing, conversion and varied speed shadowing. These variations are based on factors like the amount of information repeated at once, the time gap between repetitions, the speed of the speaker and the learner, and the intended goal of the shadowing activity.

1.4.3. Immediate and Delayed Shadowing:

Goldinger (1998), in his study on episodic memory, introduced two types of shadowing: immediate shadowing and delayed shadowing. The first type requires the participant to repeat the speaker's words right after hearing them, while delayed shadowing

involves waiting 3-4 seconds before repeating. Goldinger's (1998) findings suggested that participants are more likely to notice how closely their speech matches the models in immediate shadowing compared to delayed shadowing. This demonstrates how distinct shadowing techniques can be adapted to meet the specific oral communication needs of EFL learners.

1.4.4. Prosody, Content Shadowing, and Silent Shadowing:

As mentioned earlier, shadowing can be used for various purposes. Hiramatsu (2000) cites Someya (1996), who identifies three types of shadowing, each with a distinct goal. According to Someya (1996), prosody shadowing aims to improve active listening skills and pronunciation by focusing on the prosodic features of speech, such as accent, stress, intonation, and emotion. Content shadowing focuses on enhancing comprehension of the content and the use of prosody. Finally, silent shadowing helps learners follow rapid speech, typically at speeds of at least 180 words per minute (Hiramatsu, 2000). Among these, prosody shadowing is considered the most mechanical, as it requires learners to closely mimic the prosodic features of the speaker's voice, often at the expense of understanding the meaning (Hiramatsu, 2000). This shows how shadowing can be adapted to focus on different skills, such as pronunciation, comprehension, or processing speed, depending on the learner's needs.

1.4.5. Conversion Shadowing and Varied Speed Shadowing:

Hiramatsu (2000) introduces two additional types of shadowing: conversion shadowing and varied speed shadowing. Conversion shadowing focuses on improving interpreting (translation) skills by requiring learners to listen, repeat, and silently translate the language simultaneously. He describes this as the most difficult type of shadowing, as it places high cognitive demands on learners. However, it is believed to create an 'acoustic image' in the brain, which enhances memory and cognitive processing (Hiramatsu, 2000). In

contrast, varied speed shadowing focuses on the learners' first language, aiming to improve the speed at which they can process and understand it.

1.4.6. Hamada's types of Shadowing:

Hamada (2014) distinguishes two primary shadowing approaches: pre-shadowing (bottom-up) and post-shadowing (top-down). In pre-shadowing, learners first review the scripted text before vocal practice, whereas post-shadowing requires immediate repetition without prior exposure to the written material. To sum up, these two shadowing methods work differently in how they help learners process language. Pre-shadowing, where students read the text first, acts like a support, using written words to build understanding before speaking. This makes it especially useful for practicing accuracy. On the other hand, post-shadowing skips the text entirely, forcing learners to rely only on what they hear, just like in real conversations. This approach better trains quick listening skills and adaptability. In short, pre-shadowing helps learners get things right, while post-shadowing prepares them for real-world speaking situations.

Hamada categorizes shadowing into distinct types based on their focus and implementation, they are as follow:

- 1) **Standard Shadowing:** Real-time repetition of auditory input
- 2) **Mumbling Shadowing:** listeners shadow the words quietly in their head, focusing on the sounds they are hearing rather than how they are pronouncing words.
- 3) **Text-Presented Shadowing:** read along with the script while repeating.
- 4) **Pre-Shadowing:** Performance before content familiarization.
- 5) **Post-Shadowing:** Performance after content exposure.
- 6) **Self-Monitoring Shadowing:** Recorded practice with subsequent analysis.
- 7) **Pair-Monitoring Shadowing:** Collaborative practice with peer feedback.
- 8) **Prosody Shadowing:** shadow attending to prosody.

- 9) **Gesture Shadowing:** shadowing using gestures.
- 10) **IPA Shadowing:** shadow using phonetic alphabet.
- 11) **Content Shadowing:** shadow focusing on the meaning of the content.
- 12) **Conversational Shadowing:** shadow in pairs.

These different shadowing methods show how flexible the technique is for language learning. Easier types (like text-presented or self-monitoring) help beginners build confidence, while more challenging versions (like conversational or prosody shadowing) push advanced learners to sound more natural.

1.5. Historical Development of Shadowing:

Language education, especially EFL, only began to recognize the pedagogical value of the shadowing technique after around twenty years. Therefore, the historical progression of this technique can be traced back to Cherry's (1953, as cited in Hamada, 2019) experiments on speech recognition, where participants were asked to repeat one of two simultaneous passages to demonstrate selective attention.

Over time, shadowing was adopted as a training technique for simultaneous interpreters, helping them learn to listen and speak simultaneously, before being introduced into Japanese EFL contexts in 1992 as a method for improving listening skills through bottom-up processing (Hamada, 2019). It was also used for beginner translators to practice listening and repeating in one language before advancing to translation. Eventually, shadowing was introduced into language teaching as a method for improving listening skills, as it required learners to listen to and repeat auditory input (Hamada, 2019). Therefore, the evolution of shadowing from a psychological experiment to a language teaching tool demonstrates its wide applicability and effectiveness in developing listening and speaking skills.

In addition, Hamada (2019) notes that while most studies on L2 shadowing have been conducted in Japan, the technique has gained popularity in East Asia and, more recently, internationally. Despite its growing recognition as an effective bottom-up listening strategy for L2 learners, he points out that a comprehensive review of shadowing remains absent. Thus, the widespread adoption of shadowing in East Asia suggests that it could be a valuable addition to EFL curricula worldwide, particularly for learners struggling with listening comprehension.

Although the concept of shadowing originated in psychology, American linguist Professor Alexander Argüelles (1996) was the one who pioneered its application to language learning. He developed this technique, which required students to listen to narrative audio recordings of conversations or readings in the target language, as part of their learning process. And implemented it first in Germany and later at Handong University in South Korea (Alexander Argüelles, 2009, 5:52). Argüelles dedicated his research to develop shadowing into an effective tool for foreign language acquisition. In short, this technique emphasized the importance of auditory learning and engagement in language acquisition. By listening to authentic conversations and readings, students can improve their comprehension, pronunciation, and familiarity with the natural flow of the target language. This method aligns with the idea that consistent exposure to spoken language is crucial for developing fluency and confidence in communication.

1.6. Benefits of Shadowing Technique:

The shadowing technique has gained recognition as an effective language learning method due to its numerous benefits. According to Sumarsih (2017) the shadowing technique offers several key benefits. Firstly, it activates both bottom-up and top-down processing (Tamai, 1992, as cited in Sumarsih, 2017), enabling learners to decode language at the phonetic level, i.e. decode individual sounds and words (bottom-up) while simultaneously

using context and prior knowledge to comprehend meaning (top-down). Thus, this dual-process approach is particularly beneficial for improving listening comprehension and overall language proficiency. Secondly, it engages echoic memory, which helps learners retain and process auditory information more precisely (Kadota, 2007, as cited in Sumarsih, 2017). This allows students to spend more time analyzing new linguistic input, leading to deeper understanding and retention. Indeed, this is especially useful for mastering pronunciation and understanding fast-paced speech, as it enables learners to accurately reproduce what they hear.

Furthermore, Someya (1996) stated that shadowing technique enhances prosody—the rhythm, intonation, and accent of speech. Someya's (1996) emphasis on prosody reflects its critical role in effective communication. It helps convey meaning, emotion, and intent. For example, a sentence spoken with rising intonation can indicate a question, while falling intonation can signal a statement. Shadowing allows learners to practice and internalize these prosodic features by mimicking native speakers, which not only improves their pronunciation but also enhances their ability to understand and use the language naturally. Consequently, shadowing is a powerful technique that combines listening and speaking practice to help learners decode language, retain auditory information, and master the natural flow of speech. Its focus on prosody and memory makes it particularly effective for improving fluency and comprehension. These benefits make shadowing not only a tool for improving pronunciation but also a valuable means of enhancing overall communicative competence.

The shadowing technique has been widely applied in language teaching, providing various benefits for learners. As noted by Nafs (2023), shadowing helps learners follow fast speech, which is essential for understanding native speakers in real-world conversations where speed and natural flow can be challenging. Additionally, shadowing improves learners' ability to concentrate on listening, as it requires focused attention to auditory input,

making it particularly useful in noisy or distracting environments. Moreover, shadowing creates more practice opportunities by allowing learners to engage with the language independently using minimal resources, such as audio recordings or podcasts. This flexibility makes it an accessible method for learners of all levels. Lastly, shadowing motivates learners by providing an interactive and engaging way to practice, which builds confidence and encourages consistent effort.

Besides, the shadowing technique has many significant benefits not only for learners but also for instructors, as it provides a structured yet flexible approach to improving language skills while fostering a more engaging and interactive learning environment. For learners, one key advantage is its psychological impact, as shadowing helps reduce speaking anxiety and boosts learners' self-confidence, making them more comfortable using the language in real-life situations (Arthurson, 2019). Additionally, he emphasizes that improved listening skills through shadowing can enhance reading and speaking abilities due to shared cognitive mechanisms like phonological coding and subvocal rehearsal (Kadota & Tamai, 2004, as cited in Arthurson, 2019). Another unique benefit is the ability to communicate more effectively with higher-proficiency speakers, as shadowing improves pronunciation and intonation (Omar & Umehara, 2010, as cited in Arthurson, 2019). Finally, Arthurson discusses the adaptability of shadowing, which can be applied both inside and outside the classroom, making it a flexible and accessible tool for learners in various settings.

For instructors, the shadowing technique presents significant benefits due to its range and adaptability. It can be tailored to learners of all proficiency levels, from beginners to advanced, and is suitable for various settings, including whole classes, small groups, pairs, individual learners, and self-study (Hamada, 2016; Shiota, 2012; Zarei & Jahanbakhsh, 2016, as cited in Arthurson, 2019). Instructors can select texts that match their learners' proficiency levels, ensuring the material is both accessible and challenging. In addition, instructors can

adjust the frequency of shadowing activities based on lesson goals and learners' needs. For example, learners can practice shadowing independently using recorded texts, which is particularly useful for teachers who may lack confidence in their own pronunciation. Instructors can also encourage students to incorporate shadowing into their self-study routines, using recorded texts with corresponding scripts for guidance. This flexibility makes shadowing a highly beneficial technique, regardless of class size or learners' language proficiency (Arthurson, 2019). Overall, shadowing's dual focus on skill development and psychological benefits makes it a valuable addition to any language learning program.

1.7.Challenges of Implementing the Shadowing Technique:

Implementing the shadowing technique in language learning can be highly effective, however it also comes with its own set of difficulties. Shadowing is a challenging language learning technique because it's hard to do and people often aren't sure what it really means. One big challenge is the cognitive demand it places on learners, requiring them to listen, understand, and repeat what they hear almost at the same time, which can be difficult (Omar & Umehara, 2010, as cited in Arthurson, 2019). Another issue is that there isn't much research on shadowing, and it's hard to prove how well it works. This might be because there are many different ways to do it, which can confuse teachers and students. For example, some might think shadowing is just reading aloud or repeating in a group, but it's more than that (Kojima & Ota, 2012; Nakanishi & Ueda, 2011, as cited in Arthurson, 2019). In short, teachers should use a step-by-step approach to shadowing, beginning with easy tasks and slowly making them harder as students improve. More research is also needed to clearly explain what shadowing is, create consistent methods, and prove how well it works for language learning. By filling these gaps, shadowing can become easier to use and more helpful for both teachers and learners.

According to Hamoul and Ghlem (2024), using the shadowing technique in English as a Foreign Language (EFL) teaching can help tackle several common difficulties learners face, such as:

Shadowing exercises require students to focus deeply and pay close attention to details, which can make it challenging to keep them motivated and engaged. One major difficulty is that motivation plays a key role in driving students to put in effort and achieve their goals; without it, they may lose interest in the activity. Another challenge is that shadowing may not suit all learners, as some students might find it difficult to adapt to the technique. For example, in one study, materials like movies, cartoons, and audio-visual content were chosen based on students' potential interests. However, these materials did not appeal to everyone equally, some were more engaging for girls than boys, which affected their participation and behavior during the activity. This shows that finding materials that suit all students' preferences is difficult, making shadowing a challenging technique to implement effectively. This suggests that to overcome these difficulties, teachers can use diverse and engaging materials to suit different interests, while gradually introducing shadowing tasks to build confidence. Providing clear instructions and positive feedback can also help keep students motivated. Further research could focus on adapting shadowing for various learning styles, making it a more inclusive and effective tool for EFL learners.

1.8. The Implementation of Shadowing in EFL Classroom:

Shadowing is a proven method for improving oral skills, but how can it be effectively implemented into EFL classrooms? According to Hamada (2018), he emphasizes important guidelines for successfully incorporating shadowing as a practice technique in the classroom:

First, as stated by Hamada, Shadowing can be used to practice both listening and speaking in EFL classrooms. However, teachers should first assess their students' ability to recognize and understand the sounds they hear (phoneme perception skills). If students

struggle with this, shadowing should be used only for listening practice. Once students can accurately hear and identify sounds, or if they already have strong phoneme perception skills, shadowing can also be used as a speaking activity.

This is because shadowing is a demanding task, and trying to improve both listening and speaking at the same time might stress students. Teachers should carefully evaluate their students' levels before using shadowing for speaking practice. Thus, to avoid making it too much for students, teachers should start with listening-only shadowing and gradually introduce speaking practice as students improve their listening and speaking skills. This step-by-step approach ensures effective implementation of shadowing in EFL classrooms, helping learners develop both listening and speaking skills.

Secondly, Shadowing is a challenging technique, so both teachers and students need to understand how it works and why it is being used. This helps keep students focused and motivated. Even in Japan, where students are familiar with repetitive practice and shadowing is well-known, they can still get tired and lose focus over time. In cultures where repetitive practice is not common, this could be an even bigger issue. To address this, students should know exactly why they are practicing shadowing and how it will help them improve their language skills. In short, by keeping students informed and engaged, teachers can make shadowing a more effective and motivating tool for improving oral proficiency in EFL classrooms.

Additionally, shadowing helps improve pronunciation by requiring students to carefully listen to and mimic detailed features of speech, such as phonemes, stress, intonation, and accents. As they repeat this process, they unconsciously train their mouth muscles to produce sounds more accurately and fluently. Research supports that shadowing is effective in enhancing pronunciation and fluency, even for advanced ESL learners (Foote &

McDonough, 2017, as cited in Hamada, 2018). This makes it a valuable tool for implementing effective oral skill practice in EFL classrooms.

Another point is that, to use shadowing for pronunciation practice, students must understand its purpose and differentiate it from shadowing for listening. While shadowing for listening focuses on recognizing sounds, shadowing for pronunciation requires students to pay attention to both the input (what they hear) and their output (what they say). Research shows an effective way to use shadowing for pronunciation and fluency development. The initial step involves, advanced ESL learners improved their pronunciation by shadowing TV shows, as reported by Foote and McDonough (2017, as cited in Hamada, 2018). This can be done as homework or in class, where students choose a short video (e.g., a TED talk), practice at home, and then perform in pairs or groups to receive feedback. Recording their performance for self-review is also helpful. Next, students should find a model to copy and practice shadowing to mimic it as closely as possible. Feedback from peers and teachers is essential, and students need strong listening skills (phoneme perception) to accurately compare their output with the target input. This approach ensures that students focus on both listening and speaking, making shadowing an effective tool for enhancing pronunciation and oral fluency in EFL classrooms.

Finally, before starting shadowing, students should understand the content of the material they will practice with (Hamada, 2014). However, teachers should remind them to focus on phonological features rather than the meaning of the words during the shadowing exercise. Also, knowing the content beforehand allows students to concentrate solely on mimicking the sounds without being overwhelmed by trying to understand the material at the same time. Shadowing unfamiliar content can lead to cognitive overload, making the task too demanding and less effective (Hamada, 2018). This demonstrates that shadowing, when combined with engaging and authentic materials like TV shows, can be an effective tool for

improving pronunciation and language proficiency in EFL classrooms. Teachers can use this approach to motivate students and provide real-world language practice, making shadowing both practical and enjoyable.

1.8. Steps of Using the Shadowing Technique:

The shadowing technique follows a structured process to maximize its benefits for language learners. According to Hayakawa, as cited in Sugiarto et al. (2020), there are specific steps to follow when using the shadowing technique:

1. Listening to the given audio carefully.
2. Viewing the audio script and marking pronunciation while listening.
3. Trying to mumble or shadowing the audio with a low voice.
4. Viewing the audio script and learning previously misunderstood parts.
5. Searching for the meanings of difficult words or phrases in dictionaries.
6. Trying to shadow the audio using accurate pronunciation as similarly as possible to the audio, minimizing students' accents.
7. Shadowing smoothly and understanding the audio content well.
8. Recording the process of shadowing.
9. Listening to the recording and checking the error parts.
10. Reviewing and making improvements.

Thus, Hayakawa identifies ten key phases in shadowing, progressing from comprehension to precise imitation and self-correction. First, learners actively listen to the audio to comprehend its content. Next, they analyze the written transcript, marking pronunciation elements (e.g., stress, intonation) while continuing to listen. During practice, students softly mimic the speech patterns at a low volume to avoid interference. They then review the text, focusing on unclear sections, and consult dictionaries for unfamiliar

vocabulary or phrases. The core practice involves precise imitation of all pronunciation features while minimizing native accent interference. As students progress, they focus on both accurate reproduction and content understanding. Finally, they record their shadowing, review the playback to identify errors, and target those areas for improvement.

In short, this structured 10-phase approach ensures learners develop both accuracy and fluency progressively, combining focused listening, precise pronunciation practice, and critical self-assessment. By systematically moving from comprehension to autonomous correction, the method can help develop comprehensive language skills such as oral proficiency and enhances autonomous learning capabilities.

1.9. Materials to Practice the Shadow Technique:

In order to enable students to achieve proficiency in the target language, the selection of materials for implementing the shadow technique plays a crucial role.

Effective learning materials build confidence and trust in language education, motivating students to significantly enhance their speaking abilities. Many accessible resources exist online for both educators and learners, providing essential input for language improvement. Academic websites now feature tools for grammar and vocabulary development, alongside audio resources specifically designed to cultivate listening and speaking skills. These readily available materials are key to language learning (Rodríguez Viteri, 2023). Therefore, easy access to many different materials shows how useful they can be for practicing shadowing.

According to Setyowati&Sukmawan (2019), Authentic materials for language learning fall into three main types: audio, visual, and printed. Printed examples include magazines, newspapers, and literary works. Audio materials like radio shows, songs, or podcasts. Visual like TV shows or movies. Digital or online materials are another category,

encompassing YouTube videos, movie clips, e-books, and online platforms. So what tools are essential for implementing the shadowing technique?

Different kinds of audio, including textbook CDs that are made for teaching (Hamada, 2015) and the audio sections of tests like TOEFL and TOEIC (Teeter, 2017), can be used as materials for shadowing in second language learning.

Moreover, Audiobooks, that are found on CDs, digital files, and platforms like YouTube and Spotify, offer clear spoken language with varied intonation, making them suitable materials for practicing the shadow technique (Rodríguez Viteri, 2023).

TED Talks, are accessible through a downloadable app, offer a rich source of audio-visual material for practicing the shadow technique. Similarly, engaging TV shows, movies, can serve as audio models for shadowing, provided learners have sufficient interest and listening comprehension (Rodríguez Viteri, 2023).

In summary, the specific materials which are used for shadowing vary depending on the learning context. However, by using the tools discussed, you can effectively enhance your speaking abilities and oral proficiency by including shadowing in your language learning program.

1.10. Connection between Shadowing and Listening Comprehension Skill:

The shadowing technique was primarily used as a method to improve the listening skills (hamada, 2014, 2015, 2017; Sumiyoshi, 2019). Consequently, more research studies focused on the effects of shadowing on listening comprehension skill. Several studies highlight the significant positive influence of shadowing on the development of listening abilities.

In a 2015 study, Hamada investigated the impact of shadowing on the English listening skills and phoneme perception of 43 university students. Before the study, students completed a pre-test with 20 standardized listening items and a 22-item dictation cloze test.

The students were then divided into lower and intermediate proficiency groups. Over nine lessons, Hamada used an EFL textbook for shadowing activities, followed by a post-test. The results indicated that only the lower-achieving group showed a notable improvement in listening comprehension, while both groups improved in their ability to perceive phonemes. However, the study lacked a control group, making it difficult to directly compare the students' progress in listening comprehension and phoneme perception against a group that did not receive shadowing instruction. Despite the lack of a control group, Hamada's research points to the potential of shadowing as a pedagogical tool, especially for improving phoneme awareness. Also, these findings suggest that shadowing may be particularly beneficial for learners with lower level of listening proficiency.

Furthermore, in contrast to other researchers who focused on shadowing's impact on general listening skills, Sumiyoshi (2019) investigated how speed progression affects foreign language learners' sound recognition through shadowing in an English as a Foreign Language (EFL) setting. The study involved 29 Australian university students learning Japanese: nine in an experimental group (advanced spoken Japanese) and 20 in a control group (advanced Japanese). Both groups completed pre-tests and post-tests with 24 listening comprehension questions and 10 dictation items assessing sound recognition. The experimental group showed improvement in listening comprehension and dictation at both slow and fast speeds. However, the control group only improved in slow-speed dictation (Sumiyoshi, 2019). This study supports the idea that gradually increasing the speed of shadowing materials could be an effective way to challenge learners and enhance their ability to process spoken language at different paces. Also, it is significant for emphasizing the role of material speed in shadowing and its effect on listening comprehension.

Teeter's study (2017) examined how the shadowing technique influenced listening skills and motivation among Japanese university students. The findings indicated that

students who consistently engaged in shadowing for over an hour per week showed improved listening scores, with high-scoring students maintaining their proficiency. Furthermore, the research revealed significant enhancements in participants' linguistic self-confidence, interest in English, and their ideal L2 self, alongside more positive attitudes towards English communication and improved perceptions of their English abilities. This study is significant as it emphasized a positive correlation between the amount of shadowing practice and improvements in listening comprehension, emphasizing the technique's effectiveness for overall listening development and boosting learner motivation.

1.11. Connection between Shadowing and Oral Proficiency:

EFL learners often struggle with oral proficiency skills in the classroom. Research has explored the use of shadowing as a practical technique within EFL instruction to improve speech features of oral proficiency like pronunciation, intonation, accent and fluency. Several shadowing studies on speaking features suggest that shadowing is effective in enhancing these various components of EFL learners' oral proficiency in the classroom setting (Hsieh et al., 2013; Martinsen et al., 2017; Mori, 2011; Rongna& Hayashi, 2012).

Accurate pronunciation is a key element in developing good oral proficiency of language learners, research exploring shadowing's effects on speaking features has shown its potential as a method for improving learners' pronunciation skills (Hsieh, et al., 2013; Mori, 2011; Rongna& Hayashi, 2012). A significant study in the existing research on shadowing and its effects on pronunciation was conducted by Mori (2011). His study explained how the students should do the shadowing activities. This research looked at how shadowing helped with prosody, including rhythm, intonation, and stress, and it took place in a language lab using computers. The participants were 20 Japanese university students learning English. They practiced shadowing in English for 10 weeks. The materials they used were five different news videos from 'ABC News 9', all in an American accent, and they were either

one minute or one minute and twenty seconds long. The students could slow down the speed of the videos if they needed to while they were shadowing. To find out if they improved, the students read a paragraph aloud before and after the 10 weeks, and these recordings were analyzed using a computer. The results showed that their English rhythm, intonation, and the way they made the last sounds of words longer got better after the shadowing practice in their speaking classes (Mori, 2011). Overall, the significant gains in rhythm, intonation, etc., observed in Mori's study emphasize the potential of shadowing as a pedagogical tool for enhancing specific aspects of oral proficiency in EFL learners.

A further investigation into the effects of shadowing on pronunciation was undertaken by Hsieh, et al. (2013). Hsieh et al.'s (2013) preliminary study examined how well shadowing worked for improving pronunciation, fluency, and intonation compared to simple repetition at both the word and sentence levels. This research is important because it uniquely included both a control group and an experimental group, unlike other studies on shadowing and pronunciation at the time. Their findings indicated that shadowing was more effective than repetition for improving pronunciation. The study involved fourteen Taiwanese university students who were divided into two groups. Both groups used a pronunciation program called My English Tutor (MyET) for training. This program typically uses repetition and gives immediate feedback on learners' pronunciation of vowels, consonants, and overall pronunciation, evaluating volume, intonation, speed, and fluency. All participants took a pre-test. Over two weeks, both groups completed assignments on MyET involving repetition tasks. However, the experimental group also received eight hours of shadowing instruction from a teacher during those two weeks. A post-test was administered at the end of the semester. The 28 audio recordings from the pre- and post-tests were analyzed using the MyET program. The results showed that the experimental group performed better than the control group in pronunciation, fluency, and intonation (Hsieh, et al., 2013). However, while

Hsieh et al.'s study offers valuable insights, the reliance on a repetition-based program (MyET) for assessing fluency raises questions about the validity of the fluency measurements. This suggests a need for future research to employ more open-ended tasks for evaluating fluency development through shadowing.

Rongna& Hayashi's study (2012) investigated the lasting impact of shadowing on pronunciation features, particularly pitch accent, in second language learners. The findings emphasized that shadowing significantly improves pronunciation, especially pitch accent, and that these improvements appear to be long-lasting. Both higher-level and lower-level proficiency groups demonstrated significant improvements in Japanese speech rate and the accuracy of word accent (word stress), with no significant difference in improvement between the two groups. This research provides strong evidence for the enduring positive impact of shadowing on acquiring specific pronunciation features. Its significance lies in emphasizing a principle of second language learning that can be effectively utilized to enhance the pronunciation skills of English as a Foreign Language learners in spoken communication.

Martinsen et al.'s study (2017) investigated the impact of video-based shadowing and tracking exercises on the pronunciation of foreign language learners. The results from a read-aloud task indicated that both shadowing and tracking exercises significantly improved pronunciation. However, a picture description task did not show a significant difference between pre- and post-test scores. The significance of these findings is that they support the integration of shadowing and tracking exercises into foreign language classrooms as potentially effective strategies for enhancing pronunciation skills, particularly in more controlled speaking tasks. This, in turn, could contribute to a stronger foundation for overall oral proficiency in EFL learners.

Overall, the effect of shadowing on pronunciation has indicated the positive relationship between the use of shadowing techniques and the improvement of various aspects of oral proficiency, which encompasses elements like pronunciation, fluency, stress, speech rate and intonation. These studies suggest that engaging in shadowing can lead to enhancements in pronunciation, including specific features like rhythm, intonation, and accent, as well as contributing to greater fluency in spoken language, which represents a significant component of improving oral proficiency of language learners.

Conclusion:

In conclusion, this chapter has focused on one of the most effective techniques for improving oral proficiency in EFL classrooms, which is shadowing. We have explored key elements of this method, including its definition, types, and historical development, while also discussing its benefits and challenges. Additionally, we examined how shadowing can be applied in the classroom as a practical exercise to enhance learners' pronunciation, fluency, and listening skills, including usage steps and materials, and its links to listening comprehension and oral proficiency. When used strategically, shadowing proves to be a valuable tool for helping students become more confident and competent speakers in oral EFL classrooms.

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Introduction:

Oral proficiency is one of the most important elements in learning a second Language; it is like a bridge between understanding a Language and speaking the language in everyday communication. Reading and writing are important skills through the process of learning a foreign language. However, speaking is the most commonly used skill in Oral EFL classrooms. It is not just knowing vocabulary and grammar but for being able to speak the Language in a real-life situations. The communication skills are an important element in both academic and professional settings. That developing oral proficiency has become a central goal in learning a foreign language. However, many learners face some obstacles due to some psychological and linguistically factors. This chapter explores the concept of Oral Proficiency, starting with the first title with a definition of Oral Proficiency; the second title involves its importance in learning a second Language. The third title discusses the components of Oral Proficiency such as accuracy, fluency and comprehensibility. The fourth title is about the factors affecting oral proficiency starting by the psychological factors such as motivation, learning environment, anxiety and confidence and Feedback and correction then the linguistic factors such as pronunciation, grammar, vocabulary, native language and communicative competence. The fifth title explains some challenges that face the learners in developing their Oral Proficiency through the process of mastering a foreign Language. The sixth title involves the Oral Proficiency level of English Language Learning. The seventh title discusses how a successful oral speaking class should be. The chapter ends with a conclusion.

2.1 Definition of Oral Proficiency:

Omaggio (1986), states that oral proficiency includes the ability to express ideas to others in a clear and effective way using the target language. A strong level of oral proficiency means being able to use foreign language' knowledge in an accurate and appropriate with different contexts and situations (as cited in Stein, 1999). This means oral proficiency is not just about knowing correct vocabulary and grammar, but rather it is the ability to use the language in various real-life situations, allowing learners to communicate effectively through different conversations on diverse topics.

Additionally, Sundh (2003), defines oral proficiency as the students' ability to express their ideas and use their knowledge in different contexts and situations (as cited in Smit, 2020). This means oral proficiency is the students' ability to use the target language effectively with the appropriate language in the appropriate situation, not just speaking generally but knowing when to use their knowledge according to the situation. Students should know how to communicate effectively through expressing their ideas, thoughts, and information in an appropriate way for each situation.

Another definition, According to Sundh (2003), "Oral proficiency is defined as the students' use of language effectively in real life different situations. Oral proficiency describes a student's "competence", "capability" and "capacity"(as cited in Smit, 2020, p.44). He describes oral proficiency as a combination of students' competence, capability and capacity. In other words, it is not just knowing words or grammar, but also being able to use their knowledge in real communication effectively. Students should develop those three aspects of oral proficiency to become a good speaker. Firstly, competence refers to the students' knowledge about the language rules, their vocabulary, and grammar. Secondly, capability is about the students' ability to use the knowledge in real-life situations like

conversation. Thirdly, capacity refers to how much speakers can use the language, can express themselves, understand others or keep interacting with others through conversations.

Moreover, August (2008) declares that Oral language proficiency includes elements such as phonology, vocabulary, morphology, grammar and discourse features are important for language development (as cited in Smit, 2020). It refers to the components which develop oral proficiency. Phonology is the ability to produce sounds by understanding the rules of sounds. Vocabulary refers to the words understanding and being able to use them effectively in communication. Morphology is the study of word structure; it focuses on how words are formed by the combination of prefixes, roots and suffixes. Grammar is about how the sentences are formed with a set of rules like word order, tense and punctuation. Discourse features refer to the structure and organization of spoken language such as conversation, and using the appropriate language for the appropriate situation. Those components play a crucial role in the development of oral language proficiency. Developing those aspects helps speakers to communicate effectively, to understand the other and to engage effectively in conversations and discussions.

2.2 Importance of Oral Proficiency in Language Learning:

Pratiwi (2021), states oral communication is not just to share information, but also allows learners to present their opinions and arguments, to master this effectively, it needs a broad vocabulary and the ability to think and to make in clear message for being understood by others (as cited in Syaripuddin, 2024). Thus, from key advantages of having oral proficiency, it enables the learners to convey their information, arguments, and opinions to others and not just share basic messages, so that students can engage effectively in debates and discussions for effective persuasive communication. Effective communication helps students to enhance their vocabulary to express their thoughts in a clear and appropriate way.

In addition, Belfareh&Kadour (2024), declare that oral presentation is a way that helps students to practice and develop their speaking skills. By adopting this tool students learn how to share information and express their ideas to others in a clear and professional way, by listening to some others' presentation students can improve their performance by acquiring new vocabulary, techniques, and strategies. This means oral presentation is a powerful tool in the language learning process that when the student prepares his own oral presentation, heenhanceshis speaking skills and develops pronunciation, communicative competence. Moreover,listening to others presentations allows students to improve their listening skills and learn from others some new techniques and strategies that may help them to develop their level in Oral EFL classes. Oral proficiency is acrucialaspect of language learning process that helps the students to engage and practice in the learning process. It helps students to enhance their communication skills and prepares learners for real-life communication in different situations.

Furthermore, Lado (1970), emphasizes the ability to use the language orally can help the learners to write better. Therefore, teaching and testing oral language skills improve the students' level in written language skills (as cited in Vandergrift & Goh, 2022). Thus, speaking a foreign language helps learners to understand to use the language better in writing. Oral communication is not just about speaking, it also helps students to develop their writing capacity. Oral proficiency and written proficiency are interconnected. By improving one can positively influence the other. Oral proficiency is important because it supports all aspects of language development including listening, speaking, reading and writing. By improving oral skills, learners automatically enhance their writing skills since the skills required to speak fluently such as vocabulary, sentence structure and grammar directly influence their ability to express their ideas in writing.

2.3 Components of Oral Proficiency:

In the context of EFL (English as a Foreign Language), oral proficiency has several components such as accuracy, fluency and comprehensibility:

2.3.1 Accuracy:

According to Ko (2023), “Accuracy refers to the ability to make correct use of language, including intelligible pronunciation and the correct use of grammatical structures.” (p.66). This definition indicates that accuracy is the speakers’ ability to use the language correctly. This includes two main components such as intelligible pronunciation which is speaking in a way that others can understand, it is not about having a perfect accent but it is pronouncing the words correctly to make the others recognize the speech. The correct use of grammar is to use proper grammar through speaking and writing such as using the correct verb tenses, choosing the right words according to the appropriate context, forming the sentences following the grammar rules. The absence of accuracy in speaking may lead to” miscommunication” if the grammar, vocabulary or pronunciation are incorrect the listener might misunderstand the meaning or being confused. Without accuracy, communication can be less effective and the speakers’ message cannot be understood and respected by others.

Meanwhile, Ellis (2005), defines accuracy as the ability to speak without mistakes in performance, it reflects a higher level of control in the language. This implies accuracy is one of the important components of oral proficiency where speakers use correct grammar, vocabulary, and pronunciation which makes the speech clear, correct, and understandable. Thus, accuracy in speaking means making a few or no mistakes through using the language that when the speaker avoids errors, it shows that it has strong control, this control contributes to a high level of oral proficiency.

2.3.2 Fluency:

According to Ong & Villegas, (2021), “Oral fluency is one of the most important markers of proficiency in second language but undeniably it is a neglected component in a communicative classroom.” (p.143). This means oral fluency refers to the ability to speak smoothly in a second language. It is a major indicator of oral proficiency that fluent speakers can express their ideas and thoughts without long pauses, using language spontaneously and confidently; however, despite its importance, fluency often receives less focus in language classrooms.

In addition, Lennon, (2000) defines verbal fluency as the learners’ ability to catch the audience’s attention through presenting, asking questions and engaging with others through discussion (as cited in Torrevillas, 2022). Thus, verbal fluency is how the speaker can effectively connect with others, and make the listeners interested in the speech, it helps learners to use clear voice, tone for attracting the audience. Fluency enables learners to attract listeners’ attention and keep them interested during the whole speech.

Fluency is defined by Hughes (2002), as the capacity of a speaker to speak clearly and easily to keep the audience engaged (as cited in Torrevillas, 2021). This means fluency is the ability to speak effectively and clearly. He emphasizes that fluency is not just speaking quickly but it should be in a way that is understandable to the audience which helps them to follow the speech. Organizing the speaker’ ideas in a clear manner helps the speaker to attract the audience’s attention and keep them focused until the speech ends.

Furthermore, Rossiter et al. (2009), state that oral fluency is one of the most important markers of proficiency in second language. (as cited in Ong & Village,2021) Which means that oral fluency is one of the clearest and strongest indicators, it shows how the speaker uses it in a second language. When someone is learning a second language, he may know

grammar rules or vocabulary, but if they cannot express his ideas clearly in speech, they may not feel like that he is proficient. On the other hand, if someone can participate in a conversation confidently by answering questions and explaining his ideas easily without a lot of pauses or mistakes, it shows they are skilled in the language.

2.3.3 Comprehensibility:

Comprehensibility is a crucial component of oral proficiency in second language learning. Munro & Derwing (1999), define comprehensibility as the amount of effort a listeners' need to understand a spoken message (as cited in Gokgoz-Kurt, 2023). They explain comprehensibility is not just about whether the listener understands the speaker's speech or not, but also it is about how easy or difficult for the listener to understand. It focuses on the listener's experience during the conversation that a speaker has a clear pronunciation and organizes his thoughts logically he makes it easier for listeners to understand. In contrast, unclear pronunciation and disorganized ideas require greater efforts from listeners to understand the speech.

In addition, Derwing and Munro (1997), define comprehensibility as "judgments on rating scale on how difficult or easy an utterance is to understand." (as cited in Kennedy & Trofimovich, 2019, p.2). This indicates comprehensibility is how the listeners' evaluation of the ease or difficulty to understand the spoken language, listeners evaluate how the spoken language is clear and understandable. Thus, comprehensibility is an essential component in oral communication that being understood is more important than being perfect. Even if someone makes some minor mistakes, they can be considered comprehensible if the listener can understand and follow his message.

2.4 Factors Affecting Oral Proficiency:

There are various factors that affect oral proficiency in language learning which can either enhance a learner's ability to communicate effectively or have the opposite effect. These include both psychological and linguistic factors

2.4.1 Psychological Factors:

Psychological factors such as motivation, learning environment, anxiety and confidence, and Feedback and correction have a strong impact on the learners' oral proficiency levels, they can help or hinder the students' oral performance in learning a foreign language.

2.4.1.1 Motivation:

Benhathan (2002) defines motivation as a force driving people to act and behave in a certain way (as cited in Kaddour, 2013). This means motivation pushes the students to what they do. When the students are motivated, it helps them to enhance their speaking skills in the classroom by participating in activities and interacting with the teacher, which encourages them to become active learners. Motivation leads to higher self-confidence and be less afraid of errors make so they accept either positive or negative feedback. Motivation plays a crucial role in language learning helping them to improve his abilities during the process of learning a foreign language.

According to Guzel (2017), "Motivation is one of the cornerstones of the language learning process." (p. 12). This means that motivation plays an important role in learning a foreign language. Motivation drives learners to participate effectively in learning process. When learners are motivated, they are more likely to take risks in speaking and participating

in class. Without motivation even the best teaching methods may not lead to a successful language learning process.

In other words, according to Chelbi (2011), motivation is something driving people to achieve their goals. It plays an important role in the language learning process by influencing the students' level and behavior in the classroom. This means motivation is a force pushing people to succeed and achieved their goal. It is an important factor in language learning process influencing learners' level. So, when the learner is motivated, he participates more and makes an effort to develop his proficiency level.

2.4.1.2 Learning Environment:

Moos(1974) states that, the term “learning environment” refers to the psychosocial environment (as cited in Li, 2022). This means that the social and psychological factors are important points affecting learning a foreign language, such as classroom atmosphere, teacher and student relationships, and student interaction.

Furthermore, Li (2022) argues that the Existing studies of learning environments focus particularly on the classroom level, for example, traditional classrooms,e-learning, distance learning, laboratory classrooms, computer classrooms, etc. This means most studies on the learning environment show how different classroom settings impact the learning experiences and the students' performance, their skills, and their abilities throughout the process of learning a foreign language. Teacher should use different teaching methods and strategies involving some technological aspects to make the students interact during the lesson and participate for developing their oral proficiency.

According to Parial (2024),” The physical, social, and psychological environments of a classroom significantly influence student learning and engagement.” (p.1463). The author

emphasizes that the physical, social and psychological environment plays a crucial role in shaping students learning process. Thus, a good physical space helps students focus on learning and stay motivated. The positive social environment, where the student feels respected and supported by his classmates and teachers, encourages him to be an active learner by answering and participating in the classroom. The psychological environment influences how confident the students feel which may help them to be more engaged, motivated and successful in their foreign language learning process.

2.4.1.3 Anxiety and Confidence:

According to Derakhsham et al. (2016), “Affective factors are emotions influencing learning, such as anxiety and self-restriction, and thus affecting the learner’s oral proficiency “(as cited in Pangket, 2019,p.89). This indicates that one of the factors that affect a students’ oral proficiency is anxiety, which is a set of emotions that impact the student’s performance in the classroom, making him always nervous about speaking in the classroom and participating with the teacher or interacting due to a lack of confidence or fear about making mistakes. These emotions negatively affect the learners’ oral proficiency and lead him to lose his ability to speak fluently and correctly.

Moreover, Prangket (2019), declares there are sources of anxiety for students in the classroom setting. These include teachers, examinations, classmates, and some classroom activities. This suggests that a student’s anxiety in the classroom happens due to various factors, such as teachers. If the teacher is too strict, critical, or unsupportive, the student will be afraid of making mistakes during speaking and participating in the classroom. Some students may fear from being judged by others when making mistakes. Some oral classroom activities, such as speaking and presenting in front of others, can affect the students’ proficiency, especially for shy and less confident students.

In addition, MacIntyre and Gregersen (2012), define L2 anxiety as a range of feelings including worry and negative emotions associated with using a language which is not an individuals' native language (as cited in Okyar,2023). This means anxiety refers to the negative emotions such as worry, fear, and nervousness learners face when they try to learn a new language or speak it. These negative feelings are not an ordinary stress they represent a deeper emotions and reaction experienced by the learner when they try to speak in a non-native language. As a result, second language anxiety can influence the learners' proficiency level, making the foreign language learning process more difficult for learners.

2.4.1.4 Feedback and Correction:

Bojar (2018), defines the term feedback as a teacher' reaction to significant information about students' language abilities. It aims to make them more aware of how they are learning and what they have achieved. The corrective feedback is not just criticism or showing the students' mistakes. CF helps students to enhance their speaking skills; it focuses on providing suggestions highlighting strengths and at the same time addressing the weaknesses in a way encouraging the development of the student's abilities. CF helps students to understand what they are doing well and what they need to enhance. CF guides students to improve their oral proficiency in their EFL learning.

In addition, Weigle (2014), states that it should be taken into consideration how feedback should be given, when, by whom, and what type of feedback is most useful in the classroom (as cited in Solhi&Eginli, 2020). It shows one of the teaching issues such as the feedback and its importance starting with "How" selecting the appropriate method, tone and in a clear way. "When" it should be given in the appropriate time for example after the students speak or at the end of class ." By whom" feedback can come from teachers since they are more experienced, peers such as a discussion between classmates and what kind of

feedback is the most helpful such as corrective feedback through corrections, suggestions and encouragements. Feedback is a supportive tool for the learners needs, it plays a crucial role in developing learners' oral proficiency, and it helps learners to correct mistakes gain confidence and participate more in real life conversations and discussions.

Akhter (2007), declares that it should take into consideration when and how errors are corrected, It is important for teachers to know their students' reaction to feedback. Some students have a negative attitude towards error correction due to fear of making mistakes and be corrected in front of others. This means it is not important to focus only on when and how the teacher corrects the students' errors and but also should take in consideration how the student psychologically reacts and responds to feedback. Students might be afraid to participate in classroom and making errors and be corrected by the teacher in front of their classmates, which makes them uncomfortable during the lesson.

2.4.2 Linguistic Factors:

Linguistic factors refer to some elements affecting the students' oral proficiency such as vocabulary, grammar, pronunciation, native language and communicative competence. Those factors directly shape the students' performance and how well they can express themselves and be understood in spoken communication.

2.4.2.1 Pronunciation:

Morley (1991), states that pronunciation is an essential component of communication competence in language learning (as cited in Nikbakht, 2011). Thus, being able to pronounce the words clearly is an important part of effective communication. Clear pronunciation helps listeners to understand the speakers' message without confusion; mispronunciation can lead to misunderstanding. Good pronunciation helps learners express themselves, their ideas, and

their thoughts clearly and confidently to others. In language learning, enhancing pronunciation is important for the development of the students' oral proficiency.

According to Marzà (2014) "Pronunciation is a key aspect in the development of oral skills." (p.263). He means pronunciation plays a crucial role in the development of speaking skills. Pronunciation can help the speaker to make a clear and understandable speech for the audience. As a result, if a speaker mispronounces a word it can lead to misunderstanding by others. Good pronunciation is essential in oral proficiency; this if the speaker has a rich vocabulary, good grammar, poor pronunciation, can limit his ability to communicate effectively.

Furthermore, Baker (1992) and Wong (1987), declare that pronunciation plays a crucial role in language learning process (as cited in Vy, 2023). So, they emphasize the significant role of pronunciation in language learning, that being able to pronounce words correctly helps the learner acquire the language successfully. Pronunciation affects how someone is understood by others which influences his oral communication skills. As a result without good pronunciation, even if the learner has a rich grammar and grammar knowledge, he will not succeed in oral communication.

2.4.2.2 Grammar:

According to Hornby (2005) grammar is defined as the rules in a language that modify the words and combine them to form sentences. (as cited in Silitonga, n.d.). This means that grammar is a set of rules that guide the learner to use the language correctly; it shows us how to change the forms of the words, for example, from singular to plural or by changing verb tenses. It explains how to combine words to create sentences that contain meaning to present and express.

According to Silitong (n.d), “A good writing and speaking need grammar, especially in English.” (p 116). This means to write and speak effectively in English; the learner needs to use grammar rules correctly. Grammar provides the rules guiding the learner, helping them to form appropriate sentences and avoid misunderstanding and confusion. English grammar offers some rules such as, word order, verb tenses, and sentence structure. Mastering grammar improves speaking and writing skills, leading to effective communication.

Silitonga (n.d.) declares that mastering essential grammar rules such as tenses helps for the development of speaking proficiency, making the communication easier and understandable between the speakers. Mastering grammar rules contributes in developing learner’s speaking proficiency, it makes the learner more confident and focuses only on the content rather than how to form the sentences. Correct grammar usage increases the students’ confidence level in speaking. Which decreases the learners’ anxiety and fear of making grammatical mistakes in speaking.

2.4.2.3 Vocabulary:

Biber et al (1999), declare that the using of personal pronouns and verb of communication more in spoken language rather than writing (as cited in Ko, 2023). This means personal pronouns and communication verbs are used more in speaking than in writing. Vocabulary allows students to express and present their ideas in a clear and understandable way in conversations; it helps learners to choose the right words in the appropriate context and discourse.

Moreover, Diamond & Gutlon (2006), state that Vocabulary is the understanding of words and meaning (as cited in Torrevillas, 2022). This means vocabulary is knowing the meaning of words, it helps people express their ideas clearly through speaking. It means not

only knowing the definition of the words but also being able to choose the right words for different contexts, recognizing its meaning and use them correctly and naturally in speeches. Without having rich vocabulary knowledge speaker may face some struggles such as repetition and miscommunication, which may affect his oral proficiency development.

According to the International Literacy Association (2017), “Oral language proficiency is critical for advancing second language learners’ academic success, vocabulary is a particular critical aspect of oral proficiency.” (p.02). This quote emphasizes that being able to speak and understand spoken language well is essential for second language learners to succeed in school. This means learners of a foreign language need a strong speaking and listening skills to participate in class, understand and being understood from others and express their ideas. Having a rich vocabulary, knowing and being able to use these words is a key part of oral proficiency, without enough vocabulary students may struggle to understand others or to express their thoughts, without rich vocabulary even a student who has good grammar and pronunciation he may not be able to participate or succeed academically. Vocabulary directly affects how well students can use oral language in the learning process.

2.4.2.4 Native Language:

According to Lado (1957), “When learning a second language, learners will rely on the mother tongue instinctively.” (as cited in Guo&Lin,2020, p.34). The statement suggests when people tend to learn a second language, they automatically tend to their first language (mother tongue). Which means second language learners tend to back on their native language habits when trying to learn or use a new foreign language such as pronunciation and grammar. The mother tongue plays a crucial role in learning a second language; this influence can be positive or negative. So, if the structure or the vocabulary of the first language is similar to the second language it will help the students to learn it in an easy way.

In contrast, the differences both the first and second languages may lead to some mistakes such as the word order or pronunciation when the learner speaks the second language using an accent from their native language, which may lead to a negative influence on the learners' oral proficiency development.

In addition, Dechert (1989), declares that if the mother tongue differs from the target language, this leads to a negative influence on the foreign language learning process (as cited in Guo & Lin, 2020). This means even if there are differences between a person's first language (mother tongue) and the foreign language he is trying to learn target language), the habits and the structure of the first language influence the learning process of the new language. This influence is known as the language transfer, sometimes it leads to make some mistakes this is called "negative transfer", so it can affect negatively and hinder the process of learning a foreign language. Such as limiting the learners' ability to express their ideas or leading to some grammatical errors in speech. The negative transfer affects all parts of language learning such as grammar, pronunciation and vocabulary.

Celaya, M (n.d), states that the first language of the learner may influence his foreign language learning process. This influence can help the learner to understand the language structure when the native and the foreign language are similar "transfer", or can influence negatively if the two languages are very different" negative transfer". (as cited in Romero & Pajaro Manjarres,2017). Which means native language can help or hinder the language learning process it can have either positive or negative influence. The positive influence is when the first language of the learners is similar to the foreign language this helps the learner to understand the language structure, word order. The negative influence hinders the learner by affecting the foreign learning process negatively, that if the two languages are different the learner will be confused between the two distinct languages that the learner always using his first language rule and applying them on the second language incorrectly which leads to some

errors such grammar and pronunciation mistakes and influences his foreign language learning process.

2.4.2.5 Communicative Competence:

According to Ahmed & Pawar (2018), “Communicative competence means a competence to communicate where competence refers to a broad term of ability that involves language knowledge and the skills to use such knowledge while the word communication relates to interacting and sharing ideas” (as cited in Ahmed,2023, p.14). This means communicative competence is not just knowing grammar and vocabulary but it is about using the language in appropriate context in real life communication such as knowing how to start a conversation, how to respond appropriately or how to express your ideas clearly to the listeners. It helps the learner to understand how to use the language based on context, purpose and audience. As a result, communicative competence improves both the fluency and the appropriateness of spoken language, enhancing the learner oral proficiency

Torres Vigoya (n.d.), States that communicative competence is the ability to use the language for having and effective and appropriate speech in spoken language. This means communicative competence is not just knowing some rules but it is the ability to use the language appropriately, choosing the right words depending on the different contexts of the discussion. Communicative competence is a component helping learners engage appropriately in conversation appropriately, expressing their ideas, responding to others in an appropriate way in different contexts in real life conversations.

According to Galajda (2012),” Communicative competence is composed of four elements: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.” (p.145). The quote clarifies communicative competence is the ability to use the language appropriately in different situations. Four key elements such as,

grammatical competence is the knowledge of vocabulary, sentence structure, and grammar rules which help the learner to form a correct sentence. Sociolinguistic competence is the ability to use the language effectively in appropriately for different social situations, such as speaking formally in professional setting such as job interview or speaking casually with friends. Discourse competence is about how to connect sentences and ideas in conversation to make the message clear for others. Strategic competence is about using some strategies when the speaker faces some problems, such as paraphrasing a sentence when he forgets a word or using some gestures in case, he does not understand something. Those four elements help learners to communicate clearly and effectively in different context.

2.5 Challenges in Developing Oral Proficiency in EFL:

Pangket (2019), declares that developing oral proficiency can face some obstacles due to a set of challenges. In speaking, many factors affect oral proficiency and accuracy of the language learners serving as the main features of oral proficiency. This means, there are several challenges that can face the learner throughout the development of his proficiency.

In addition, Berregui & Naoua (2024), state the complexity of speaking can affect the assessment of this skill. One of the challenges is speaking itself; speaking is a complex skill. Unlike reading or writing, speaking is spontaneous, direct, and quick language production, vocabulary choice, grammar, and pronunciation. Speaking needs some elements such as confidence, body language, and eye contact. These elements make it hard for students to succeed easily.

Furthermore, Cultural differences mean that students from different cultural backgrounds have different communication styles in the EFL classroom. Nonverbal communication is a set of gestures and facial expressions. Bovee, Thill and Barbara (2003),

emphasize people behavior speaks more than their spoken words (as cited in Torrevillas,2021). This means that having different cultures may lead to the misrepresentation and misunderstanding of some gestures and words from one culture to another.

According to Ratnasari (2020), “There are some challenges faced by the students, such as lack of vocabulary, fear of mistakes and shyness, anxiety, lack of confidence, and lack of motivation.” (p.23). This means from the challenges learners face through the development of oral proficiency is the lack of vocabulary makes it difficult for them to express their ideas and communicate. This can lead to fear of making mistakes, which contributes to feelings of shyness and anxiety. when the students are afraid of making mistakes or being judged or laughed by others, they choose to be silent rather than participating. Those problems affect the students’ confidence, and without enough encouragement, students may struggle with low motivation, which may affect the students’ ability to learn and use a new language effectively

2.6 Oral Proficiency Level of English Language Learners:

Oral proficiency level differs from one student to another. There are different frameworks used to evaluate and categorize the proficiency level. Two recognized frameworks are the Common European Framework of Reference for Language (CEFR) and the American Council on the Teaching of Foreign Languages (ACTFL).

2.6.1 Common European Framework of Reference for Languages (CEFR):

According to CEFR (2001), there are six levels starting from A1 (Beginner) and ending with C2 (Proficient). These levels describe the speaker’s ability to communicate effectively. There are the following levels:

A1 (Beginner): can use basic phrases and expressions and ask and answer simple questions.

A2 (Pre-intermediate): Can interact in basic conversation, talking about daily routine.

B1 (Intermediate): Can deal with familiar situations, can describe events and experiences, and can write simple text.

B2 (Upper-intermediate): able to express ideas clearly; can understand extended speech.

C1 (Advanced): can express themselves fluently and spontaneously; can produce structured speech on complex details.

C2 (Proficient): Can interact in any conversation or discussion; can understand everything they hear easily.

2.6.2 The American Council on the Teaching of Foreign Languages

According to ACTFL (2012), oral proficiency is the speaker's ability to communicate effectively in a real situation. There are five main levels: Novice, Intermediate, and Advanced, which have sub-levels (Low, Mid, High); Superior and Distinguished.

1-Novice Low: able to produce isolated words; can understand only a few familiar words.

2-Novice Mid: Can use simple phrases, can express basic personal information

3- Novice High: Can create simple sentences; can participate in some conversation with familiar topics.

4- Intermediate Low: Can understand some speech with familiar topics; can ask and answer some simple questions.

5- Intermediate Mid: Can communicate in short routine conversation; can describe daily routine activities.

6- Intermediate High: Can engage in daily conversations and can handle uncomplicated tasks and social situations.

2.7 Successful Oral Speaking Class:

A successful speaking class refers to a classroom environment where the students are able to effectively engage in speaking activities and develop their oral communication.

Harmer (2007), declares speaking well is more than just knowing the language' rules, but is also the ability to understand the information and use the language effectively in real time situation (as cited in Suliman & Salama,2023). Thus, he believes that speaking is not just about knowing vocabulary or grammar but is about processing the ideas and using the language effectively in communication within a deferent context in real life situation.

Moreover, Suliman and Salam (2023), state speaking is the important part of learning a foreign language; they highlight the teachers' role in guiding and encouraging students to become more confident and effective communicators who can use the language effectively. In order to achieve a successful oral speaking, class the teacher should create a safe and supportive environment, for example to make the students speak without fear, encourage communication in the classroom and provide constructive feedback for the students' level development. For the students, they should participate actively, practice speaking in and outside the classroom, listen when others speak and ask question during speaking class. To have an successful oral speaking class both teacher and students need to work together to create a good environment for an effective learning process.

Conclusion:

To conclude, this chapter provides insights into oral proficiency by exploring its definition and importance in language learning. It also discusses the aspects affecting OP and its components, such as fluency, pronunciation, grammar, and vocabulary. Moreover, it highlights the challenges facing learners throughout learning a foreign language. Understanding those elements can help in enhancing oral proficiency and effectively communicate.

CHAPTER Three: Field of Investigation

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Introduction:

This chapter focuses on the practical application of the study. It aims at exploring teachers' and students' attitudes and perceptions toward the shadowing technique in oral EFL instruction at the university of Guelma. Therefore, this chapter consists of teachers' interview and student's questionnaire to address the research questions, followed by an analysis and discussion of the findings. Furthermore, it provides recommendations and pedagogical insights gained from the investigation.

3.1. Research Methodology:

To address the aims and research questions of the current research, a mixed-methods research design is utilized. A mixed-methods research design refers to an approach that employs more than a single research method (Brannen, 2005). This design specifically combines qualitative and quantitative approaches. This methodological choice is based on the principle that integrating these two approaches provides a more comprehensive understanding of a research question than using either method in isolation (Creswell & Creswell, 2017). Furthermore, Malina, Nørreklit, and Selto (2011) state that combining quantitative and qualitative methodologies allows researchers to gain deeper insights into complex issues, particularly those concerning social interactions and the human condition. Thus, this approach is adopted to ensure the reliability of its results.

3.2. Data Collection:

For data collection, this study employs both questionnaire as the quantitative tool and interview as the qualitative tool. This dual approach provides a more comprehensive and dependable understanding by gathering various perspectives from students and teachers, while also helping to reduce bias and enhance the richness of the data.

3.2.1. Questionnaire:

A questionnaire, as defined by Brehob (2001), cited in Kuter & Yilmaz (2001), is a structured document that individuals complete to provide various types of information. This tool is specifically designed to gather demographic details about the respondents, as well as to ascertain their opinions, perspectives, and areas of interest regarding a particular subject. Essentially, it serves as a method for systematically collecting data directly from a surveyed group about their personal characteristics and relevant viewpoints.

3.2.2. Interview:

An interview is a personal, interactive data collection method, viewed as both a science and an art, that seeks objectivity. It features a flexible conversation where the interviewer adapts to user reactions while maintaining the interview's design, demanding sensitivity and adaptability (Srivastava, 2024). This method captures nuanced perspectives and in-depth understanding, which are essential for comprehensive qualitative analysis.

3.2.Population and sampling:

The population for the questionnaire is first year students of English at 08 Mai 1945-GuelmaUniversity, is composed of one hundred twenty (120) students who were selected randomly to respond to the research tool.

3.3.1. Students:

The questionnaire took place during the academic year 2024-2025. The sample has been selected randomly from (8) groups of first-year students of English in the Department of English, Guelma University.

3.3.2. Teachers:

The sample of the study consists of eight (08) teachers of oral expression at the department of English, University of 08 Mai 1945-Guelma. The teachers are chosen randomly in order to investigate their attitudes about the implementation of the shadowing technique in Oral EFL classrooms.

3.4. Analysis of Results and Findings from Students' Questionnaire:

The questionnaire results are analyzed in detail within this section.

3.4.1. Description of the Students' Questionnaire:

The student questionnaire primarily aims at investigating students' attitudes toward the implementation of the shadowing technique in oral English as a Foreign Language (EFL) classrooms. This questionnaire consists of nineteen (19) questions classified into three main sections, each focusing on a particular aspect. Both closed-ended and open-ended questions are utilized. The first section, titled "Background Information," comprises two questions (Q1 and Q2) designed to describe the sample population. It gathers details regarding participants' age and English proficiency level (Beginner, Intermediate, Advanced). The second section, "Oral Proficiency," contains six questions (Q3 to Q8). This section delves into students' self-rated oral proficiency level, the most challenging oral proficiency components, and difficulties faced when speaking English in oral sessions. It also explores the types of oral practice activities frequently used by teachers and those students find most effective for enhancing oral proficiency, as well as the frequency of practicing English speaking outside the classroom. Furthermore, the third section, "Oral Proficiency and The Shadowing Technique," includes eleven questions (Q9 to Q19). This section investigates students' prior familiarity with and usage of the shadowing technique, their experience with it, and its classroom practice frequency. It further explores which components of oral English proficiency students believe shadowing could improve most, its perceived effectiveness

compared to other oral activities, and the extent of perceived oral proficiency improvement after practicing shadowing. Students are also asked if they would recommend shadowing as a regular classroom activity and their overall attitude towards its use in EFL oral classes. Finally, this section identifies challenges faced when using shadowing and provides an open-ended question for students to suggest how shadowing activities can be better utilized in class to enhance oral proficiency. The variation in question types aims to collect reliable data and confirm the validity of the research.

3.4.2. Administration of Students' Questionnaire:

The questionnaire was administered to first-year students of English at the University of Guelma during a week from April 28th, 2024 to May 5th, 2024. It is worth noting that the questionnaire was answered anonymously inside the classrooms at the end of the sessions with the authorization of the teachers.

Section 1: Background information:

Q1: Age

Table 3.1

Student's age:

Option	Number	Percentage%
18	54	45%
19	35	29.16%
20	19	15.83%
22	11	9.16%
35	01	0.83%
Total	120	99.98%

According to the table 3.1, the results show that the sample of 120 participants is predominantly young; with (45%) aged 18 and (29.16%) aged 19. While this means the

majority are university students, typically considered capable of providing informed responses, the presence of one 35-year-old participant adds a small element of age diversity, offering a unique perspective within the overall younger demographic.

Q2: English proficiency level:

- Beginner
- Intermediate
- Advanced

Students' English proficiency level:

Option	Number	Percentage%
Beginner	42	35%
Intermediate	70	58.33%
Advanced	8	6.66%
Total	120	99.99%

According to the results of the table 3.2, the majority of the students are intermediate (58.33%), that 70 students have average level in English, while advanced ones are (6.66%) which means that only 8 students are proficient in English language, (35%) are beginner that 42 students are novice.

Section 02: Oral Proficiency

Q3: How would you rate your oral proficiency level?

- Advanced
- Good
- Average

- Weak

Table .3.3

Students' Oral proficiency level:

Option	Number	Percentage%
Advanced	9	7.5%
Good	56	46%
Average	48	40%
weak	7	5.83%
Total	120	99.99%

The results show that, the majority of the students rate their oral proficiency (46.66%), that 56 students have good level, then 48 students declare that their level is average (40%). This means that (7.5%) have an advanced level that only 9 students have a high oral proficiency level in English language, which makes the smallest group have a weak level (5.83%) which means that 7 students are novice. Overall, the majority of the students have an average and good oral proficiency level in English language due to some factors such as the teaching methodologies employed in their EFL classrooms.

Q4: Which of the following oral proficiency components do you find most challenging?
(Select up to 2)

- Fluency
- Accuracy
- Pronunciation
- Comprehensibility

Table 3.4

Students' most challenging oral proficiency components:

Option	Number	Percentage%
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Fluency	57	47.5%
Accuracy	48	40%
Pronunciation	53	37.5%
Comprehensibility	33	27.5%
Total	191	152.5%

This table illustrates that fluency is the most challenging component (47.5%), 57 students have difficulties to develop their fluency. While (40%) declare that accuracy is the most challenging oral proficiency component. Then (37.5%) state that pronunciation is the most challenging component that the student faces some difficulties in developing it. Where only (27.5%) suggest that comprehensibility is the most challenging oral proficiency component. We can notice that fluency is the most challenging components due to the lack of practice in oral classes, some psychological factors such as anxiety.

According to researchers' oral fluency is an important aspect of second language proficiency (Ong & Villegas, 2021). This aligns with our findings, which indicate that fluency as the most challenging oral proficiency component that the students face in developing oral proficiency. Furthermore, Ko, (2023) defines accuracy as the correct use of language including pronunciation and grammar. These perspectives confirm that fluency and accuracy are critical components of oral proficiency with which students encounter difficulties in the English as a Foreign Language (EFL) learning process.

Q5: What difficulties do you face when speaking in English in oral sessions? (choose all that apply)

- Lack of vocabulary
- Pronunciation problems
- Grammar mistakes
- Lack of fluency

- Lack of motivation
- Fear of making mistakes
- Other: (please specify)

Table 3.5

Students' difficulties when speaking in Oral session:

Option	Number	Percentage %
Lack of vocabulary	65	54.16% .
Pronunciation Problems	18	15%
Grammar mistakes	43	35.83%.
Lack of fluency	35	29.16.
Lack of motivation	19	15.83
Fear of making mistakes	51	42.5%.
Total	231	192.48%

The results of the table 3.5 highlight the difficulties that may face the students. Half of the participants indicate that lack of vocabulary is the most significant difficulty (54.16%), as they report being unable to express their ideas without a rich vocabulary. The second most cited difficulty is the fear of making mistakes (42.5%) that 51 students experience fear of making mistakes in the classrooms in front of others. Additionally, grammar mistakes are considered a difficulty with (35.83%) of the participants, who indicate that they face some challenges in formulating correct sentences. Furthermore, the lack of fluency (29.16%) of the respondents declare that they face some struggles in expressing their ideas clearly and naturally, the lack of motivation (15.83%) of participants which means that 19 students may have some problems engaging in the lesson. The smallest group states that they face some pronunciation problems (15%), only 18 students indicate that they may find challenges in speaking English language. The majority of the students face some problems with the lack of vocabulary due to some factors such as reading and listening in English language. Similarly,

fear of making mistakes is considered a problem that the students face due to some psychological issues such as anxiety and shyness.

According to researchers, there is a strong link between vocabulary and oral proficiency, with both being considered important in mastering a second language (International Literacy Association, p.02). This aligns with our results, which found that a lack of vocabulary was the most significant difficulty students faced in developing oral proficiency. MaIntyre&Gregersen, (2012) emphasize that L2 anxiety is a set of negative emotions that can affect the students' oral proficiency development. This also confirms our findings, as fear of making mistakes was identified as a major challenge for students. Furthermore, Silitonga, (n.d, p.116) states that good English speakers need grammar knowledge, this point supported by our data indicating that grammar mistakes were a notable difficulty for participants.

Q6: What types of oral practice activities does your teacher frequently use to improve your oral proficiency? (select all that apply)

- ☐ Listening and repeating exercises
- ☐ Role plays / dialogues
- ☐ Presentations / speeches
- ☐ Pronunciation drills (minimal pairs, etc.)
- ☐ Imitation exercises
- ☐ Other:

Table 3.6

The most used oral practice activity to improve oral proficiency:

Option	Number	Percentage %
Listening and repeating exercises	47	39.16%
Role play/ dialogue	52	43.33%
Presentation /speeches	67	55.83%
Pronunciation drills (minimal pairs, etc.)	19	15.83%
Imitation exercises	13	10.83%
Other	0	0%
Total	198	164.98%

According to the table 3.6, regarding the results of the most used oral practice activity to improve oral proficiency, half of the students indicate that presentation/speeches are the most used activity by the teacher to improve oral proficiency (55.83%) That means 67 students declare that presentation is the most activity used by the teacher in the classroom. The second most cited activity is role play and dialogue has a significant interest by the teacher to improve their students' oral proficiency level (43.33%), 52 students state that role play is the most used practice activity in oral EFL classroom. Listening and repeating exercises are also of significant interest to the teacher (39.16%), 47 students declare that listening and repeating exercises are among the activities teachers use to improve the students' listening and speaking skills. However (15.83%) of students choose pronunciation drills (minimal pairs), in other words only 19 students indicate that this practice activity is used to some extent by the teachers in the classroom. Which makes imitation exercises the least preferred activity used by the teacher to improve the students' oral proficiency level. The students select more than one option since the teachers use more than one type of activity. We notice that the majority of the students indicate that presentations/speeches are

the most used oral practice activity used by teachers to improve the students' listening and speaking skills in English language in oral classes

According to researchers, presentation is considered the most useful oral practice activity. Belfare&Kadour (2024) highlight the importance of oral presentation in EFL classrooms as a tool that can improve the students' proficiency development. This aligns with our results that the majority of the students state that presentation and speeches are the most used by teachers in EFL oral classes.

Q7: What type of oral activities do you find most effective for enhancing your oral proficiency?

According to the results, the students' responses agree that the most effective oral activity for enhancing their oral proficiency is Presentations/ speeches. These activities help them develop their speaking ability in producing a speech in front of others because it is like a real-life practice. That the student organizes his ideas speaks clearly and listens to questions. This combination of skills plus getting a teacher feedback helps the students to be much better in communication.

Q8: How often do you practice speaking English outside the classroom?

- ☐ Very often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Table 3.8

Students' practice of English language outside the classroom:

Option	Number	Percentage%
Very often	22	18.33%
Sometimes	66	55%
Rarely	24	20%
Never	8	6.66%
Total	120	99.99%

According to this table, half of the sample practice English language outside the classroom (55%) sometimes they use the language in their daily life, while (20%) of the students use the language rarely. Furthermore, (18.33%) practice the language very often which means that 22 students use English all the time in their daily conversations. which makes only (6.66%) of respondents mention that they never use English language outside the classroom. Based on these findings, it is observed that the majority of the students practice English outside the classrooms that may help them to improve their English oral proficiency.

Section03: Oral Proficiency and Shadowing Technique:

Q9: Before this survey, were you familiar with the shadowing technique? (listening and repeating speech simultaneously)

- ☐ Yes
- ☐ No

Table 3.9

Students' familiarity with the shadowing technique:

Option	Number	Percentage %
Yes	67	55.83%
No	53	44.16%
Total	120	99.99%

This Table shows that the majority of the students are familiar with the shadowing technique (55.83%) of the participants point they are familiar with the shadowing technique before this survey. Which means that the shadowing technique is a common practice activity in a foreign language learning process can be beneficial for enhancing the students' oral proficiency level. While (44.16%) of the sample indicates that they are not familiar with this technique, stating the absence of using the shadowing technique in oral EFL classrooms.

Q10: Have you ever used shadowing in your English learning?

- Yes
- No

Table 3.10

Past use of shadowing in English learning

Option	Number	Percentage
Yes	69	57,5%
No	51	42,5%
Total	120	100%

As presented in Table 3.10, over half of the students surveyed, 69 out of 120 (57,5%) report having previously used the shadowing technique in their English learning. Conversely, 51 students, representing 42,5% of the sample, indicate they have not encountered or used it before. This data indicates that while more than half of the first-year English students are familiar with applying shadowing, a notable number have no prior experience with it. This suggests there is an opportunity for introduction or further integration of the technique in their oral EFL instruction.

Q11: If yes, how was your experience?

- Very helpful
- Somewhat helpful
- Neutral
- Not very helpful
- Difficult to follow

Table 3.11

Students' experience with shadowing

Option	Number	Percentage
Very helpful	29	24,16%
Somewhat helpful	40	33,33%
Neutral	42	35%
Not very helpful	3	2,5%
Difficult to follow	6	5%
Total	120	99,99%

As shown in Table 3.11, students' experiences with shadowing vary, though a considerable number report positive or neutral outcomes. While 29 students (24.16%) find it “Very helpful” and 40 students (33.33%) find it “Somewhat helpful,” indicating that over half the respondents (57.49%) have a positive experience. Interestingly, the largest single group, 42 students (35%), reports a “Neutral” experience. A smaller number of students find it “Not very helpful” (3 students, 2.5%) or “Difficult to follow” (6 students, 5%). This mixed perception but largely positive-to-neutral perception suggests that while shadowing holds promise, there may be factors influencing its perceived helpfulness that can be explored further, such as specific implementation methods or individual learning styles.

Q12: How often do you practice shadowing in classroom?

- Very often
- Sometimes
- Rarely
- Never

Table 3.12

Frequency of shadowing practice in classroom

Option	Number	Percentage
7	Very often	5,83%
37	Sometimes	30,83%
40	Rarely	33,33%
36	Never	30%
120	Total	99,99%

In Table 3.12, The data indicates that shadowing is not a highly frequent activity in the classrooms of the surveyed first-year English students at the University of Guelma. A combined total of 76 students (33.33% “Rarely” + 30% “Never” = 63.33%) report either rarely or never practicing shadowing in class. However, only a small minority of students (7, or 5.83%) practice it “Very often”, with a slightly larger group (37, or 30.83%) practicing it “Sometimes”. This low overall frequency suggests that despite its potential benefits, the shadowing technique may not be consistently or widely integrated into current oral English as a Foreign Language (EFL) instruction within the classroom environment at the University of Guelma.

Q13: Which components of oral English proficiency do you believe the shadowing technique could help improve most?

- Fluency
- Accuracy
- Comprehensibility
- Other:

Table 3.13

Perceived improvements from shadowing

Option	Number	Percentage
Fluency	42	35%
Accuracy	39	32,5%
Comprehensibility	39	32,5%
Total	120	100%

As Table 3.13 illustrates, first-year English students at the University of Guelma perceive Fluency as the primary component of oral proficiency that shadowing can most effectively improve, with 42 students (35%) selecting this option. Accuracy and Comprehensibility are perceived as equally beneficial, each is chosen by 39 students (32.5%). This data suggests that while students recognize shadowing's effectiveness across various components of oral proficiency, they particularly connect it with enhancing the smoothness and natural flow of their spoken English.

According to researchers who have explored the efficacy of shadowing in enhancing various aspects of oral proficiency, it is evident that shadowing offers several key

positive effects. For instance, Mori (2011) emphasized shadowing's specific role in improving prosody, including rhythm, intonation, and stress, in EFL learners. Similarly, Hsieh et al. (2013) provided evidence that shadowing was more effective for enhancing pronunciation, fluency, and intonation. A study by Rongna & Hayashi (2012) revealed shadowing's lasting positive impact on features like pitch accent and speech rate. In short, all these studies emphasize how shadowing helps develop various speech features that are vital for overall oral proficiency in EFL learners, and this is strongly supported by what the students in our study believe.

Q14: Compared to other oral activities (e.g., repetition, role plays), how effective is shadowing for your oral proficiency?

- Very effective
- Somewhat effective
- Neutral
- Not very effective
- Not effective at all

Table 3.14

Perceived effectiveness of shadowing for oral proficiency compared to other oral activities

Option	Number	Percentage
Very effective	30	25%
Somewhat	37	30,83%
Neutral	40	33,33%
Not very effective	13	10,83%
Not effective at all	0	0

Total	120	99,99%
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Table 3.14 illustrates students' perceptions of shadowing's effectiveness in improving their oral proficiency when compared to other oral activities. A notable percentage of students, 25% (30 out of 120 respondents), perceive shadowing as very effective for their oral proficiency, while the largest group, 30.83% (37 respondents), consider it somewhat effective. And, 33.33% (40 respondents), report a neutral perception regarding its effectiveness and a smaller percentage, 10.83% (13 respondents), find it not very effective. Significantly, no students (0%) indicate that shadowing is "not effective at all." In total, 55.83% of the surveyed students perceive shadowing as either "very effective" or "somewhat effective" for oral proficiency when compared to other activities, suggesting a moderately positive overall perception among students, although a notable percentage remains neutral on its comparative effectiveness.

Researchers such as Hsieh et al. (2013), found that shadowing is better than repetition for improving pronunciation, fluency, and intonation. This special way shadowing works aligns with what students in our study believe, as Table 3.14 shows, most students see shadowing as helpful for their oral proficiency, showing they recognize its strong ability to develop fluency and specific speaking sounds. However, a notable number of students feel neutral when comparing shadowing to other speaking activities. This may be because they understand that while shadowing is great for certain skills, other techniques might be seen as just as good, or better, for different learning goals like grammar or general communication.

Q15: After practicing shadowing, how much has your oral proficiency improved?

- Not at all
- A little
- Moderately

- Significantly
- Extremely

Table 3.15

Oral proficiency improvement from shadowing

Option	Number	Percentage
Not at all	14	11,66%
A little	45	37,5%
Moderately	42	35%
Significantly	16	13,33%
Extremely	3	2,5%
Total	120	99,99%

Table 3.15 presents the self-assessed improvement in students' oral proficiency after practicing shadowing. The most selected response is "A little", chosen by 37.5% (45 out of 120 respondents), closely followed by "Moderately», answered by 35% (42 respondents). A smaller percentage of students, 13.33% (16 respondents), indicate "Significantly" improved proficiency, and 2.5% (3 respondents) report "Extremely" improved proficiency. However, 11.66% (14 respondents) perceive no improvement at all. In summary, a large majority of students (88.33%) perceive some level of improvement in their oral proficiency after shadowing, with the most common responses concentrate in the "A little" and "Moderately" categories, indicating a generally positive but often limited, improvement as perceived by students. Thus, the observed limited improvement in self-assessed oral proficiency likely is due to the irregular and unstructured nature of shadowing practice. This lack of consistent,

guided application hinders learners from achieving or perceiving more significant gains, particularly through self-assessment.

Q16: Would you recommend shadowing as a regular classroom activity for improving oral proficiency?

- Yes
- No
- Maybe

Table 3.16

Classroom recommendation for shadowing

Option	Number	Percentage
Yes	49	40,83%
No	15	12,5%
Maybe	56	46,66%
Total	120	99,99%

Table 3.16 presents students' recommendations regarding the use of shadowing as a regular classroom activity for improving oral proficiency. The most common response is "Maybe", selected by 46.66% (56 out of 120 respondents), indicating a significant level of uncertainty or conditional support. A large group, 40.83% (49 respondents), express a clear "Yes", recommending its inclusion. Conversely, a smaller group of 12.5% (15 respondents) provide "No" to its regular classroom integration. This data shows that while receptions differ, students are mostly cautious about implementing shadowing regularly into classroom practice, with nearly half the students suggesting its suitability depends on certain conditions, while over 40% are in favor of its regular use.

Q17: What is your attitude toward the use of the shadowing technique to improve oral proficiency in EFL oral classes?

- Strongly positive
- Positive
- Neutral
- Negative
- Strongly negative

Table 3.17

Student attitudes on shadowing for oral proficiency in EFL oral classes

Option	Number	Percentage
Strongly positive	11	9,16%
Positive	59	49,16%
Neutral	46	38,33%
Negative	1	0,83%
Strongly negative	3	2,5%
Total	120	99,98%

Table 3.17 reveals that student attitudes are largely favorable or neutral concerning the use of the shadowing technique. A large majority of students, specifically 58.32% (70 out of 120 respondents), express positive attitude, with this group comprising 9.16% (11 students) who are “Strongly Positive” and 49.16% (59 students) who are “Positive”. This indicates a strong base of students who find the technique beneficial or agreeable. Furthermore, a significant percentage of the students, 38.33% (46 respondents), holds a “Neutral” perspective, this suggests either openness to the idea or simply being neutral. In contrast, negative attitudes are quite rare, making up only 3.33% (4 out of 120 respondents),

with 0.83% (1 student) being “Negative” and 2.5% (3 students) being “Strongly Negative”. Overall, the data strongly supports that the shadowing technique is generally well-received with minimal significant opposition by students in EFL oral classes. Thus, student opposition or negative views towards shadowing are primarily due to practical difficulties during practice, a lack of clear instruction or consistent guidance on its effective use.

Q18: What challenges do you face when using shadowing to improve oral proficiency?

(select all that apply)

- Difficulty matching the speakers’ speed
- Hard to focus on meaning while shadowing
- Limited vocabulary in shadowing materials
- No feedback on my pronunciation / errors
- Other:

Table 3.18

Challenges in using shadowing

Option	Number	Percentage
Difficulty matching the...	46	38,33%
Hard to focus on meaning...	52	43,33%
Limited vocabulary in ...	45	37%
No feedback on my ...	33	27,5%
Other	0	0
Total	176	146,16%

As table 3.18 presents, the data indicates that the most prominent challenge, is cited by 43.33% (76 out of 176 respondents), is the difficulty in matching the speaker's speed. Closely related, 36.33% (64 respondents) find it hard to simultaneously focus on the meaning of the content while shadowing, which means it is very mentally demanding. Linguistic difficulties also emerge as a notable issue, with 27.5% (45 respondents) reporting limited vocabulary in the shadowing materials. Finally, the absence of feedback on pronunciation errors is a concern for 18.75% (33 respondents), emphasizing the need for feedback for improvement. In short, these findings emphasize that students face considerable practical and linguistic challenges when using the shadowing technique, pointing to areas where pedagogical support or material adaptation can significantly improve its effectiveness.

According to researchers, even though shadowing is effective, it comes with some difficulties for language learners. One big challenge is how mentally demanding it is, as learners have to listen and repeat at the same time (Omar & Umehara, 2010, as cited in Arthurson, 2019). Also, keeping students motivated and finding materials that suit everyone can be tough (Hamoul&Ghlem, 2024). These challenges from research are strongly supported by what students in our study report in Table 3.18. The most common problem for students is trying to keep up with the speaker's speed, which shows how much mental effort it demands. Many also find it hard to focus on both the meaning and repeating at the same time. Other issues include not having enough vocabulary in the materials and not getting feedback on their pronunciation errors. This shows that the difficulties students face is very much in line with what researchers have described about shadowing, emphasizing the need for good teaching strategies to make it work best.

Q19: How can shadowing activities be better used in class to help improve your oral proficiency?

.....

.....

In response to Question 19, where participating members of the sample are asked to provide varied suggestions on it. The majority of students (80 answers) offer practical and valuable recommendations. Many emphasize the need for materials that are adjusted to their level, like audio or video at different difficulty levels, or with written transcripts. They also want to be able to change the playback speed (low speed) to help them follow along and understand at the same time. Another common suggestion is for better feedback methods, such as teachers correcting their pronunciation, classmates helping each other, or using recording tools for self-assessment. Some students also point out that shadowing should be combined with other speaking tasks to make learning complete and more relevant. In which this question provides many different ideas to address earlier challenges. Even though this analysis concentrates on the suggestions for improving shadowing activities, it is critical to recognize that further research is required to fully understand the practical application and any unexpected challenges when these recommendations are effectively implemented in EFL settings.

Researchers like Hamada (2018) suggest that effective shadowing requires a step-by-step approach, ensuring students understand the content and purpose, and focusing on phonological features while using diverse materials. Foote & McDonough (2017), as cited by Hamada (2018), further emphasize the importance of feedback from teachers and peers, along with self-review through recording. These studies align directly with student suggestions from question 19. Students request adjustable materials and feedback methods (teacher, peer, recording tools), reflecting these academic recommendations for structured practice and support. Also, Sumiyoshi's (2019) research on how shadowing speed affects sound recognition directly supports student requests for adjustable playback speeds. This shows that

starting with lower speeds is an effective way to manage the challenge of matching speaker pace and improve listening comprehension. Moreover, the emphasis on combining shadowing with other oral activities supports integrating the technique effectively to develop comprehensive oral proficiency in EFL learning.

3.4.3. Summary of Results and Findings from Students' Questionnaire:

The data gathered from the questionnaire are presented and analyzed in the previous sections. Accordingly, the present section provides a summary of the findings according to the main research question raised at the beginning of the study, which investigates students' perceptions and attitudes towards implementing the shadowing technique in oral EFL classrooms to enhance their oral proficiency. The questionnaire is administered to first-year English students, exploring their attitudes towards using shadowing in oral classes to develop oral proficiency. The findings of the first and second section show that: the majority of respondents are mainly at young age, with a significant majority aged 18 and 19 years old, and most of them classify their overall English proficiency as intermediate, and rate their oral proficiency level as good or average. However, despite these proficiency levels, students frequently identify fluency as the most challenging oral component, is followed closely by accuracy and pronunciation, emphasizing significant hurdles in producing smooth and correct speech. These difficulties are further elaborated by students' self-reported challenges, with lack of vocabulary being the most prominent issue, alongside fear of making mistakes, grammar issues, insufficient fluency, and lack of motivation. Regarding oral practice activities, teachers mostly utilize activities such as presentations/speeches, role-plays/dialogues, and listening/repeating exercises in class; however, pronunciation drills and imitation exercises are less commonly employed. Interestingly, while about half of the students engage in English practice outside the classroom, a majority are already familiar with the shadowing technique, suggesting its existing presence for them, despite not being the

most commonly used classroom activity, in their foreign language learning experiences. The findings of section three reveal that students' direct experiences with shadowing show a mixed but largely positive-to-uncommitted perception: over half find it beneficial, though a significant group report an uncommitted experience. Despite its perceived helpfulness, shadowing is not a highly frequent classroom activity, with most rarely or never practicing it in class. Students primarily perceive shadowing as most effective for improving fluency, closely followed by accuracy and comprehensibility, aligning with research on its efficacy in enhancing various speech features. When compared to other activities, over half of the students still view shadowing as effective for oral proficiency, yet a notable group remains uncommitted on its comparative effectiveness. Self-assessed improvement after practicing shadowing tends to be moderate, with most reporting moderate levels of improved proficiency, though a large majority note some level of improvement. Consequently, student recommendations for integrating shadowing as a regular classroom activity are somewhat cautious, with nearly half expressing conditional support and many explicitly advising its use. Overall, students hold largely favorable or uncommitted attitudes towards shadowing, with very minimal unfavorable opposition, suggesting a generally well-received technique. The main challenges students face when shadowing include difficulty matching speaker speed, simultaneously focusing on meaning, and limited vocabulary in materials, alongside a desire for more pronunciation feedback. In light of these challenges, students strongly recommend level-adjusted materials, adjustable playback speeds, improved feedback mechanisms, and combining shadowing with other speaking tasks.

To sum up, the findings suggest that the students have a generally positive attitude towards using shadowing, recognizing its efficacy for oral proficiency. However, their experiences emphasize practical and cognitive challenges that, if addressed through tailored materials, adjustable speeds, and comprehensive feedback, can significantly enhance

the technique's perceived effectiveness and implementation and overall impact on EFL learning.

3.5. Interview for Teachers:

3.5.1. Description of the Interview for Teachers:

The interview consists of ten (10) questions (see Appendix B) which are ordered in a way that tackles the research objectives. The interview questions are mixed of closed and open-ended questions. The first question is to ask about how long the teachers have been teaching oral expression to gather information about the teachers' experience in teaching this module. The following questions (from 2 to 3) are about the importance of the oral proficiency in the process of learning a foreign language and the challenges that face the students when they try to speak and participate. The next questions (from 4 to 8) deal with the teachers' usage of any specific techniques or materials, their shadowing technique usage, which components of oral proficiency can be improved by applying the shadowing technique, the challenges that face teachers in the implementation of the shadowing technique, if they noticed any changes in the students' level. The last two questions (from 9 to 10) are about the teachers' attitudes towards the use of the showing technique in oral EFL classrooms and their opinion if they advise other teacher to use this technique in their teaching process.

3.5.2. Administration of the Interview for Teachers:

The interview was conducted at the department of English, University 08 Mai 1945-Guelma. Eight teachers answered the interview in printed paper to save their time especially for those who do not want to be recorded. The interview started from April 28th, 2025, only eight teachers were very helpful to answer the interview.

3.5.3. Analysis of the Results and Findings from Teachers' Interview:

Q1: How long have you been teaching oral expression?

This investigation aimed to assess the teachers' level of experience in teaching oral expression. Two teachers taught oral expression for 13 years, one for three years, one for 9 years, one for 4 years, one for 2 years, one teacher for 35 years, one for a year.

Q2: What is the importance of student's oral proficiency in the process of learning a foreign language?

This question shows the teachers' understanding of the importance of oral proficiency in the foreign language learning process. The answers of the teachers are quoted:

Teacher 01: "Enhances communication skills / critical thinking, Improves listening and comprehension, Boosts confidence and motivation."

Teacher 02: "students' oral proficiency is a key for students' success, usually student evaluate their mastery of the foreign language depending on their well use of the language."

Teacher 03: "Student's oral proficiency is very important in the process of learning a foreign language as the acquiring language is to make good communication."

Teacher 04: "Not important."

Teacher 05: "It is very important; one cannot master a FL without being able to speak and communicate with others."

Teacher 06: "Oral proficiency is essential for communication; it should be a primary skill mastered by learners."

Teacher 07: "Help the learner to communicate meaning, to understand and be understood".

Teacher 08: "Very important, it can improve their understanding, participation, interactions and their marks."

The majority of the teachers state the importance of oral proficiency in EFL process, they emphasize its importance in enhancing communication skills/critical thinking, improving the students' participation, interaction, communication in real-life situations, and being able to speak and communicate with others, developing confidence and motivation. Moreover, oral proficiency plays a crucial role in EFL process, it helps the learner to express his ideas, opinion and arguments, going through debates and conversation, oral proficiency helps the development of speaking and listening skills. One teacher highlights that oral proficiency is not important in EFL process.

Q3: What are the challenges that your students face when they try to speak and participate in the classroom activity?

The question seeks to know the challenges and the problems that the teachers find with their students when they try to participate in oral classroom activity. The teachers' responses in clear way show the challenges students face in oral EFL classrooms psychological and emotional factors such as anxiety and fear of teacher judgment, stress and lack of self-confidence, shyness and fear of public speech, fear of making mistakes. Linguistically such as, grammatical mistakes, limited vocabulary, lack of critical thinking, pronunciation issues. Additionally, lack of motivation, negative learning environment, Feedback and correction, the native language effect, and the lack of communicative competence, those factors lead to discourage students from actively practicing their oral proficiency. By addressing those factors through supportive and encouraging classrooms is important for helping students to develop their oral proficiency level.

Q4: Did you use any specific techniques or materials to improve you students' oral proficiency?

This question explores the teachers' use of any specific techniques or materials in their teaching process. The majority of the students highlight the techniques they used such as, audiovisual aids, team work, role play, communication activities, oral workshop, providing pictures and videos and asking them what they think about, pair and group discussion and games, presentations, reading and speaking in the classroom. This variety of techniques helps the learning process and makes the students more comfortable in English communication.

Q5: Have you used the shadowing technique in your classrooms before?

This question examines the teachers' use of the shadowing technique in oral classroom, six teachers indicate that they had used this technique previously, one teacher had not used it before and one teacher does not know this technique at all. Since the majority of the teachers used the shadowing technique, this highlights a solid foundation of practical experience and familiarity with shadowing teaching process. However, the data shows that one teacher does not use this technique, and another teacher is not familiar with it, this indicates that teachers have different levels of experience with teaching methods.

Q6: which components of oral proficiency can be improved by applying the shadowing technique in oral EFL classrooms?

This question investigates the components of oral proficiency that teachers believe can be improved by applying the shadowing technique. Utilizing the shadowing technique in oral classes can provide several enhancements for student proficiency. The majority of teachers (5 out of 8) emphasize 'fluency and pronunciation' as primary components of the technique. This aligns well with shadowing's main approach of imitating native speech patterns, which directly enhances the rhythm, intonation, and articulation necessary for smoother and more accurate oral production. Furthermore, some teachers (3 out of 8) also

identify 'listening skills and comprehension' as aspects that can be improved. This shows that effective shadowing requires careful listening and the processing of spoken language, this indirectly strengthens listening comprehension, which in turn supports improved speaking. In short, the teachers' perspectives emphasize shadowing's value in developing both the productive (fluency, pronunciation) and receptive (listening, comprehension) aspects crucial for comprehensive oral proficiency in EFL learning.

Q7: What are the challenges you face in the implementation of the shadowing technique in EFL classrooms?

This question aims to identify the difficulties the teachers face in using shadowing for speaking practice in EFL instruction. Implementing the shadowing technique in oral classes can be challenging for several reasons. The majority of teachers emphasize the difficulty of finding activities that match the students' varying levels of comprehension and the possibility for practical issues like managing large groups and poor internet connectivity, and the specific materials required for the activity. Additionally, maintaining student engagement can be tricky, as they may struggle with shyness, fear of making mistakes, or lack of self-confidence and motivation. Overall, the teachers emphasize the need to address these psychological, practical, and technical issues to ensure successful shadowing integration in oral classes. Notably, one of the eight teachers seems to indicate that they do not experience such difficulties in using shadowing in oral classes. This shows that successful integration requires careful planning, appropriate resources, and strategies to address student affective factors in EFL learning.

Q8: In your experience, have you noticed any changes in your student's levels after using this technique?

This question aims to determine whether teachers observe any noticeable changes or improvements in their students' oral proficiency levels after implementing the shadowing technique. The responses from all eight teachers provide a varied, yet mainly positive, perspective on shadowing's impact. The majority of teachers (6 out of 8) report observing positive changes in their students' levels, with specific mentions of enhanced pronunciation and fluency. Some teachers note initial shyness in students but observe significant improvement with practice, while others report "considerable development" and improvement in "some students," indicating varying degrees of impact. However, two teachers express no direct experience with the technique; one states a teaching-related concern about methods that rely on copying, believing learners should generate their own utterances, and another simply had no experience. Overall, the teachers' experiences largely suggest that shadowing can lead to noticeable improvements in students' oral skills, particularly in pronunciation and fluency, although its adoption is not universal, with some teachers have not yet explored its use or holding differing pedagogical views on its effectiveness.

Q9: What are your attitudes towards the implementation of the shadowing technique to develop students' oral proficiency in oral EFL classrooms?

This question intends to understand teachers' overall attitudes and perceptions regarding the integration of the shadowing technique for developing students' oral proficiency in EFL classrooms. The responses from all eight teachers reveal a strongly positive attitude towards its implementation. The vast majority of teachers (7 out of 8) express strong positive attitudes, indicating their favorability towards the technique. Teachers highlight their belief in its efficiency and success, and one specifically states its necessity, noting that "since English is not our mother language (we oral expression teachers) must implement this technique." Other teachers describe it as an "interesting technique" and

preferable for "improving students' level." Only one teacher expresses neutrality due to lack of direct experience, stating, «since I have never used it, I have no idea." Overall, the findings indicate a widespread acceptance and strong positive attitude among teachers regarding the potential of the shadowing technique to significantly contribute to the development of oral proficiency in EFL learners. This shows that there is a strong opportunity to incorporate it more widely in the curriculum.

Q10: Do you advise other teachers to use this technique in their teaching process in oral EFL classrooms?

This question aims to discover whether teachers would recommend the shadowing technique to their peers for use in oral EFL classrooms, reflecting their confidence in its pedagogical value. The responses from the teachers show a divided but generally supportive view, with notable objections. The majority of teachers (5 out of 8) explicitly advise other teachers to use shadowing. Their reasons include a strong affirmation of its benefit, with one emphasizing the necessity for students to "hear the language from nativists and repeat it correctly." However, two teachers advise against its use. One firmly states "nope, I do not," and critically argues that the technique "stems its principle from behaviorism which is harshly criticized for its shortcomings in foreign language learning." Another teacher simply answers "no." One teacher provides a conditional recommendation, stating that "it depends on learners needs," suggesting that the technique's suitability is not universal. Overall, while more teachers recommend shadowing than who do not recommend it, but there is not full agreement. Therefore, these different viewpoints emphasize the importance of considering individual learner needs, and the various ways teachers believe language is best taught and learned when deciding whether to incorporate shadowing into the teaching process.

3.5.4. Summary of Results and Findings from Teachers' Interview:

The interview with eight oral expression teachers at the University of 08Mai 1945-Guelma provided key insights about the implementation of the shadowing technique in Oral EFL classrooms. The majority of the teachers state the importance of oral proficiency in EFL process and the challenges that face the students when they try to speak such as, lack of vocabulary, anxiety, fear of judgment, shyness, and fear of public speech, grammatical mistakes, and pronunciation issues. The majority of the teachers differ in their technique and materials to improve the oral proficiency such as audio-visual aids, oral workshop, role play, pair and group discussion and games. The majority of the teachers confirmed their use of the shadowing technique to enhance the students' oral proficiency level. The majority of the teachers agree that the components that can be improved by oral proficiency such as fluency, accuracy, pronunciation, listening/speaking skills. While some challenges that the teachers face such as lack of self-confidence, students refuse to participate, lack of ICT, time consuming, lack of motivation, Shyness, and lack of motivation. The majority of the teachers highlight any that they noticed some positive changes in the students' level development after using the shadowing technique. The majority of the teachers indicate that they have a positive attitude towards the implementation of the shadowing technique in oral EFL classrooms. They also highlight that it should implement this technique and advice other teachers for using it. The findings suggest that implementing the shadowing technique in Oral EFL classrooms can enhance the students' oral proficiency level effectively.

3.6. Limitation of the Study:

The research process encountered several challenges. Firstly, limited access to online library resources, made it difficult to find reliable sources for the variables, as most required

money. Additionally, the practical part, when distributing the questionnaires, many students showed disinterest in participating. Similarly, teacher participation was limited, as most teachers were busy and did not respond to requests; only eight teachers ultimately agreed to cooperate. Furthermore, collecting the completed papers and organizing them were also time-consuming.

3.7. Pedagogical Implications:

The findings from this study suggest several key pedagogical implications for instructors aiming to effectively integrate the shadowing technique into oral English as a Foreign Language (EFL) classrooms:

Adjusting Materials and Speed to Student Needs: Since students find it hard to keep up with speaker speed and sometimes struggle with vocabulary in materials, teachers should carefully choose or adapt real audio/video content. This includes offering materials made for different skill levels and giving students ways to control how fast the audio plays. This approach can make learning easier to understand and more helpful for all students.

Creating a Relaxed Learning Environment: Student anxiety and fear of making mistakes often stop them from actively participating. Teachers should build a supportive classroom where early exercises at shadowing are seen as practice, not a test. Ways to do this include encouraging students to record themselves for private review, helping them give each other feedback in small, trusting groups, and slowly introducing public sharing. This helps students gain confidence and reduce their fear of being judged.

Providing Clear Feedback: The need for clear feedback on pronunciation mistakes is very important. Instructors should set up clear ways to give feedback after shadowing practice, such as direct teacher correction, students checking each other's work with simple

feedback points, or using recording tools for self-assessment. Good feedback helps students improve their speaking beyond just copying what they hear.

Balancing Copying with Creating Language: To address the teaching discussion about simply copying language versus creating it, teachers should use shadowing strategically with other activities. These follow-up activities should make students actively use the language patterns and vocabulary they've learned in more creative speaking tasks. This approach connects listening and copying with actually using the language, helping students become better overall communicators.

Using Shadowing Regularly and with a Purpose: Despite its known benefits and how familiar students are with it, shadowing is not always used often in classrooms. This means teachers need to find different ways to include it regularly and with a clear purpose in their lessons. Shadowing can work well at different parts of a lesson, like warm-ups, focused practice, or even homework. Varying the type of content and what students focus on can keep them interested and help improve all parts of their speaking ability.

3.8. Suggestions for Further Research:

To build on this work, future research could focus on these following areas.

1. Further research is recommended to explore the influence of the shadowing technique on students' oral proficiency development in EFL classrooms.
2. Compare the effectiveness of the shadowing technique with other imitating activities in EFL classrooms to identify appropriate pedagogical approaches.
3. Examine unaddressed variables that impact students' oral proficiency in EFL and recommend practical solutions.

Conclusion:

To conclude, the results of the third chapter create a clear picture; both students and teachers give opinions that strongly support the implementation of the shadowing technique to enhance the students' EFL oral proficiency. Students report strong agreement with using the shadowing technique to boost their EFL oral proficiency. Students highly engage with this technique, leading to better pronunciation, rich vocabulary, and higher level of motivation to learn. Teachers also noticed a significant development in the students' level, particularly in areas like communication. This chapter highlights the importance of adding the shadowing technique into the oral EFL curriculum with careful planning. By adopting this technique, learners can learn in a dynamic learning environment, supporting them to become more successful communicators in real life situations.

GENERAL CONCLUSION:

The present study discusses the impact of implementing the shadowing technique to enhance oral proficiency. It aims to understand how shadowing technique could be a useful tool in EFL teaching, it also to investigate the students' and teachers' attitudes and how can influence the students' oral proficiency. Furthermore, to identify the key factors that facilitate or hinder the successful implementation of shadowing to enhance oral proficiency in oral EFL learning environments

The practical part of the study gathered valuable data from the students' questionnaire administered to one hundred- twenty (120) EFL students, and an interview to eight (8) teachers in order to test the research hypothesis and answer the research questions.

The adoption of quantitative and qualitative descriptive design in the current study, successfully produced a well-founded results, this allowed us to identify clear answers in relation to the research hypothesis and the research questions. Furthermore, the results gained from the students' questionnaire and teachers' interview indicated several key challenges that may influence students' level in oral classrooms.

The results indicate the EFL students have positive attitudes towards the implementation of the shadowing technique in oral classes. Additionally, teachers could also apply technological tools into their curriculum, especially highlighting the use of the shadowing technique to help students develop their oral proficiency.

To sum up, the concluded results of the present study are very beneficial for making students aware about how the shadowing technique can improve their oral proficiency in the class, to know how to apply this technique effectively according to the students' needs.

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Appendices:

Appendix A

Students' Questionnaire

Investigating Students' Attitudes toward the Implementation of the Shadowing Technique in
Oral EFL Classrooms.

Dear students

You are kindly invited to participate in this questionnaire, which aims to investigate students' attitude toward using the shadowing technique in oral English as a foreign language (EFL) classrooms. [Shadowing is a technique where you listen to spoken English (e.g., a conversation, audio clip) and repeat it immediately, trying to match the speaker's speed, pronunciation, and intonation]. Please read each question carefully and answer honestly. All responses will remain strictly confidential and used solely for academic research purposes. Your participation is greatly appreciated and will significantly contribute to the success of this study.

Thank you for your time and cooperation.

Ms. Laribi anfal

Ms. Lachouck Mimouna

Department of English

University of 8 Mai 1945, Guelma

Section 1: Background Information

1. Age:
2. English proficiency level:
 - ☐ Beginner
 - ☐ Intermediate
 - ☐ Advanced

Section 2: Oral Proficiency

3. How would you rate your oral proficiency level?
 - ☐ Advanced
 - ☐ Good
 - ☐ Average
 - ☐ Weak
4. Which of the following oral proficiency components do you find most challenging? (select up to 2)
 - ☐ Fluency
 - ☐ Accuracy
 - ☐ Pronunciation
 - ☐ Comprehensibility
5. What difficulties do you face when speaking in English in oral sessions? (choose all that apply)
 - ☐ Lack of vocabulary
 - ☐ Pronunciation problems
 - ☐ Grammar mistakes
 - ☐ Lack of fluency
 - ☐ Lack of motivation
 - ☐ Fear of making mistakes
 - ☐ Other: (please specify)
 -
6. What types of oral practice activities does your teacher frequently use to improve your oral proficiency? (select all that apply)
 - ☐ Listening and repeating exercises
 - ☐ Role plays / dialogues
 - ☐ Presentations / speeches
 - ☐ Pronunciation drills (minimal pairs, etc.)
 - ☐ Imitation exercises
 - ☐ Other:
 -
7. What type of oral activities do you find most effective for enhancing your oral proficiency?
 -
8. How often do you practice speaking English outside the classroom?
 - ☐ Very often

- Sometimes
- Rarely
- Never

Section 3: Oral Proficiency and The Shadowing Technique

9. Before this survey, were you familiar with the shadowing technique?
(listening and repeating speech simultaneously)
 - Yes
 - No
10. Have you ever used shadowing in your English learning?
 - Yes
 - No
11. If yes, how was your experience?
 - Very helpful
 - Somewhat helpful
 - Neutral
 - Not very helpful
 - Difficult to follow
12. How often do you practice shadowing in classroom?
 - Very often
 - Sometimes
 - Rarely
 - Never
13. Which components of oral English proficiency do you believe the shadowing technique could help improve most?
 - Fluency
 - Accuracy
 - Comprehensibility
 - Other:
.....
14. Compared to other oral activities (e.g., repetition, role plays), how effective is shadowing for your oral proficiency?
 - Very effective
 - Somewhat effective
 - Neutral
 - Not very effective
 - Not effective at all
15. After practicing shadowing, how much has your oral proficiency improved?
 - Not at all
 - A little
 - Moderately
 - Significantly
 - Extremely

16. Would you recommend shadowing as a regular classroom activity for improving oral proficiency?
- ☐ Yes
 - ☐ No
 - ☐ Maybe
17. What is your attitude toward the use of the shadowing technique to improve oral proficiency in EFL oral classes?
- ☐ Strongly positive
 - ☐ Positive
 - ☐ Neutral
 - ☐ Negative
 - ☐ Strongly negative
18. What challenges do you face when using shadowing to improve oral proficiency? (select all that apply)
- ☐ Difficulty matching the speakers' speed
 - ☐ Hard to focus on meaning while shadowing
 - ☐ Limited vocabulary in shadowing materials
 - ☐ No feedback on my pronunciation / errors
 - ☐ Other:
-
19. How can shadowing activities be better used in class to help improve your oral proficiency?
-
-
-
-

Thank you for your time.

Appendix B:

**People's Democratic Republic of Algeria Ministry of Higher Education and
Scientific Research
University 8 Mai 1945 – Guelma
Faculty of Languages and Letters
Department of Language English and Letters**

Interview for Oral Expression teachers about their attitudes towards the implementation of the shadowing technique in EFL classrooms.

Dear teachers

We are kindly inviting you, as an Oral Expression teachers at 8 Mai 1945, University of Guelma. English Department. To participate in an interview for our dissertation in the field of linguistics which is entitled “teachers’ and students’ attitudes towards the implementation of shadowing technique in Oral EFL classrooms”. Shadowing is a technique where you listen to spoken English (a conversation, audio clip) and repeat immediately, trying to match the speaker’s speed, pronunciation and intonation. Your experiences in teaching this module and the use of shadowing technique with your students in Oral EFL classroom will be very beneficial for our research.

Thank you for considering this request; we are very appreciating for your time and effort in helping us in our research.

Question 01: How long have you been teaching oral expression?

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Question 02: What is the importance of student’s oral proficiency in the process of learning a foreign language?

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Question 03: What are the challenges that your students face when they try to speak and participate in the classrooms activity?

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Question 04: Did you use any specific techniques or materials to improve you students' oral proficiency?

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Question 05: Have you used the shadowing technique in your classrooms before?

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Question 06: Which components of oral proficiency can be improved by applying the shadowing technique in Oral EFL classrooms?

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Question 07: What are the challenges you face in the implementation of the shadowing technique in EFL classrooms?

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Question 08: In your experience, have you noticed any changes in your student's levels after using this technique?

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Question 09: What are your attitudes towards the implementation of the shadowing technique to develop students' oral proficiency in oral EFL classrooms?

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Question 10: Do you advise other teachers to use this technique in their teaching process in oral EFL classrooms?

.....

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Thank you for your cooperation.

ملخص:

يُعد تطوير كفاءة شفوية قوية أمرًا بالغ الأهمية للطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية، نظرًا لتأثيره المباشر على كفاءتهم التواصلية وقدرتهم على التفاعل بفعالية. تستقصي هذه الدراسة مواقف وتصورات المعلمين والطلاب تجاه تطبيق تقنية التظليل (Shadowing) في فصول اللغة الإنجليزية كلغة أجنبية الشفوية، بهدف تعزيز كفاءتهم الشفوية. يُفترض أن كلاً من المعلمين والطلاب يحملون مواقف إيجابية تجاه استخدام هذه التقنية في فصول اللغة الإنجليزية كلغة أجنبية الشفوية. يعتمد البحث منهجًا مختلطًا، حيث يجمع بيانات كمية من الطلاب عبر استبيان، وبيانات نوعية من المعلمين من خلال مقابلة شبه منظمة. أُجريت الدراسة على عيّنتين في جامعة قالمة: أساتذة وحدة التعبير الشفوي وطلاب السنة الأولى ليسانس من قسم اللغة الإنجليزية. تكشف النتائج عن تصور إيجابي بشكل أساسي لتقنية التظليل لدى كلتا المجموعتين فيما يتعلق بإمكانياتها في تعزيز المهارة الشفوية. يؤيد المعلمون فعالية التقنية عند استخدامها بالمواد والإعدادات المناسبة. وفي السياق ذاته، يتفق الطلاب على أنها فعالة في تحسين كفاءتهم الشفوية عند تطبيقها بالطريقة الصحيحة.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، الكفاءة الشفوية، تقنية التظليل، مواقف المعلمين، مواقف الطلاب.

Résumé :

Le développement d'une solide maîtrise de l'oral est primordial pour les étudiants qui apprennent l'anglais en tant que langue étrangère, car cela impacte directement leur compétence communicative et leur interaction efficace. Cette étude examine les attitudes et les perceptions des enseignants et des étudiants concernant la mise en œuvre de la technique du shadowing dans les cours d'expression orale en anglais comme langue étrangère (ALE) afin d'améliorer leur maîtrise de l'oral. L'hypothèse est que les enseignants et les étudiants ont des attitudes positives envers l'utilisation de cette technique dans les cours d'expression orale en ALE. La recherche adopte une approche méthodologique mixte, recueillant des données quantitatives auprès des étudiants par le biais d'un questionnaire et des données qualitatives auprès des enseignants via un entretien semi-structuré. L'étude a été menée auprès de deux échantillons à l'Université de Guelma : les enseignants du module d'expression orale et les étudiants de première année de licence du département d'anglais. Les résultats révèlent une perception majoritairement positive de la technique du shadowing parmi les deux groupes concernant son potentiel d'amélioration de la compétence orale. Les enseignants approuvent l'efficacité de la technique lorsqu'elle est utilisée avec les matériaux et les réglages appropriés. De même, les étudiants conviennent qu'elle est efficace pour améliorer leur maîtrise de l'oral lorsqu'elle est appliquée de la bonne manière.

Mots-clés : Anglais Langue Étrangère, Maîtrise de l'Oral, Technique du Shadowing, Attitudes des Enseignants, Attitudes des Étudiants.