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Shadowing Technique in Improving the Speaking Skills of Senior High School Students

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Abstract
This study evaluated the effectiveness of the Shadowing Technique in improving the speaking abilities of Senior High School General Academic Strand (GAS) students, focusing on fluency and pronunciation. Using a one-group pretest-posttest quasi-experimental design, the research involved 30 Grade 11 students from Toledo S. Pantilo Memorial National High School in Surigao del Norte, Philippines. A speaking test, assessed with a teacher-made rubric, measured student performance in fluency and pronunciation before and after the implementation of the Shadowing Technique. Data analysis was conducted using mean, Shapiro-Wilk Normality Test, Wilcoxon Signed-Rank Test, and paired t-tests. Findings revealed that fluency showed a higher post-test mean score than pronunciation, with both skills showing significant improvement. The Oral Communication lesson plan, incorporating activities such as Shadowing Technique, supported student engagement and skill development. The statistically significant improvement in both fluency and pronunciation confirms the effectiveness of the Shadowing Technique in enhancing speaking skills. It is recommended that English teachers incorporate the Shadowing Technique into oral communication lessons to improve students' fluency and pronunciation.

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Introduction

Oral communication is a fundamental skill for Senior High School students, as it plays a crucial role in academic success and professional development. In language learning, fluency and pronunciation are two essential components that determine effective communication. Fluency refers to the smooth and natural flow of speech, while pronunciation pertains to the manner of producing syllables, words, and phrases with regard to the production of sounds and the placing of stress and intonation, correct use of grammar, vocabulary, and pronunciation. However, many students struggle with these aspects due to limited exposure to authentic language use and a lack of engaging speaking activities (McDonough & Sato, 2019) [16]. As a result, educators continue to explore innovative techniques to enhance students' oral communication skills.

One technique that has gained attention in language acquisition research is the shadowing technique, which involves learners listening to a spoken model and simultaneously repeating it as accurately and fluently as possible. Studies have shown that shadowing can improve pronunciation, speech rate, and listening skills, making it a promising tool for language learners (Ekayati, 2020; Sugiarto *et al*., 2020; Zhang *et al*., 2020) [5, 21, 24]. However, there is a limited number of studies that specifically investigate its effectiveness among Senior High School students in the subject Oral Communication, particularly in relation to pronunciation and fluency. This gap in research highlights the need to examine how the shadowing technique impacts students' speaking abilities in a structured classroom setting.

This study aims to assess the effectiveness of the shadowing technique in enhancing the pronunciation and fluency of Senior High School students in Oral Communication.

In analyzing the impact of this method, the study seeks to provide empirical evidence on its potential as an instructional strategy for improving students' speaking performance. The findings will contribute to the growing body of research on language teaching methodologies and offer valuable insights for educators seeking to enhance oral communication instruction.

Problem Statement

This study aimed to assess the effectiveness of the Shadowing Technique as a language practice tool for enhancing the speaking skills of Senior High School General Academic Strand students, focusing on fluency and pronunciation. Specifically, it sought to determine the levels of speaking skills in terms of fluency and pronunciation among students, based on their pretest and posttest results. It also explored how the Shadowing Technique was used to improve the students' speaking skills. Additionally, the study examined whether there was a significant difference in the students' speaking skills before and after the implementation of the Shadowing Technique, as reflected in their pretest and posttest scores. Finally, the study investigated whether there was a significant mean gain in the students' pronunciation and fluency based on posttest results after the implementation of the Shadowing Technique.

Methods

Research Design

This study adopted a one-group pre-test-posttest quasi-experimental design under the quantitative approach to determine the effectiveness of the shadowing technique in enhancing GAS Senior High School students' oral communication skills, focusing on pronunciation and fluency.

Research Environment

The study was conducted at Toledo S. Pantilo Memorial National High School, a secondary school located in Sison, Surigao del Norte, Philippines. The school offered various academic tracks under the Senior High School curriculum, including the General Academic Strand (GAS), where the study participants were enrolled. As a public high school, Toledo S. Pantilo Memorial National High School provided an appropriate setting for research on oral communication instruction, particularly in evaluating language learning strategies such as the shadowing technique.

Participants

The participants of this study were 30 Grade 11 Senior High School students from Toledo S. Pantilo Memorial National High School, enrolled in the General Academic Strand and taking the Oral Communication subject. The selection of participants followed specific inclusion criteria to ensure that the study accurately measured the effects of the shadowing technique. Only students officially enrolled in the Oral Communication subject were considered, as they were expected to develop proficiency in speaking skills as part of their coursework.

Research Instrument

The primary instrument for data collection in this study was a speaking test assessed using a rubric. Each participant's speaking performance was evaluated through an extemporaneous speech, which was recorded on video and assessed based on predefined criteria measuring pronunciation and fluency. The modified rubric used a 5-point Likert scale, allowing for an objective and standardized evaluation of student performance.

Ethics and Data Gathering Procedure

This study adhered strictly to ethical research protocols to protect the rights and well-being of participants. Prior to data collection, a formal letter of request was sent to the office of the Schools Division Superintendent and to the School Principal of Toledo S. Pantilo National High School– Letter to the Principal) seeking approval for the study. Upon approval, informed consent forms were provided to students and their parents or guardians, ensuring voluntary participation. The study maintained confidentiality by anonymizing student identities and using recorded videos solely for research purposes. Participants were informed they could withdraw at any time without consequences. Data collection occurred in several stages, starting with a pretest, where students delivered an extemporaneous speech that was video-recorded and assessed using a rubric. Following the pretest, students engaged in a four-week shadowing intervention aimed at improving their pronunciation and fluency. Afterward, students took a posttest, delivering another extemporaneous speech under the same conditions as the pretest. Both pretest and posttest recordings were evaluated by trained raters, and the results were analyzed to determine the impact of the shadowing technique on their oral communication skills.

Data Analysis

To analyze the collected data, several statistical tools were used. The Mean provided an overview of students' speaking competency in fluency and pronunciation. The Shapiro-Wilk Normality Test assessed data normality to determine the appropriate test. The Wilcoxon Signed-Rank Test analyzed non-normally distributed data to check for significant improvements in fluency and pronunciation. The Paired t-Test compared pretest and posttest scores when data was normally distributed, while the Independent t-Test examined differences in scores between groups, such as gender or technique exposure.

Results and Discussion

This section explains the result of the exploration on the effectiveness of the Shadowing Technique as a language practice tool in enhancing the speaking abilities of Senior High School General Academic Strand students.

Speaking Competency of the Participants Before and After Undergoing the Shadowing Technique in terms of Fluency and Pronunciation

This section examines the speaking competency of the participants before and after undergoing the Shadowing Technique, specifically focusing on two key aspects: fluency and pronunciation.

The following table presents a comparison of the participants' speaking competencies in fluency and pronunciation before and after undergoing the shadowing technique. The scores are based on the pre-test and post-test results, with corresponding qualitative descriptions that highlight the degree of improvement in each speaking skill. The aim is to analyze the effectiveness of the shadowing technique in enhancing both fluency and pronunciation. The table below outlines the mean

scores and verbal interpretations for each skill area.

Table 2: Level of Speaking Skills on Fluency and Pronunciation of Participants Before and After Undergoing the Shadowing Technique

Speaking Competency	Test	Mean Score	Verbal Interpretation	Qualitative Description
Fluency	Pre-Test	1.97	Low	Barely Fluent
	Post-Test	4.10	High	Very Fluent
Pronunciation	Pre-Test	2.23	Low	Needs Improvement
	Post-Test	3.64	High	Very Good

Legend*:*

Score Range	Verbal Interpretation	Qualitative Description
4.20-5.00	Very High	Excellently Fluent
3.40-4.19	High	Very fluent
2.60-3.39	Below Expectation	Fluent
1.80-2.59	Low	Barely Fluent
1.00-1.79	Very Low	Not Fluent

Fluency had a higher post-test mean score (4.10) compared to Pronunciation (3.64), which indicates that participants showed a more significant improvement in fluency. Both skills improved, but fluency reached a "Very Fluent" level, while pronunciation improved to "Very Good."

On Fluency

The Pre-Test Fluency mean score of 1.97 falls within the "Low" range, indicating that participants were barely fluent in fluency prior to the intervention, requiring considerable improvement. On the other hand, the Post-Test Fluency mean score of 4.10 with verbal interpretation “High” which described as very fluent, reflecting an above-average performance and a notable improvement in fluency after undergoing the Shadowing Technique. This suggests that the participants were able to enhance their fluency skills significantly through the intervention.

The improvement observed in Post-Test Fluency has important implications for language learning and pedagogy. The Shadowing Technique appears to be an effective intervention for enhancing fluency, as reflected by the participants' transition from Very Low fluency levels to High levels (Alhomaidan, 2024) [2]. In an educational context, this result suggests that incorporating shadowing techniques into language instruction can be beneficial in helping students improve their speaking skills (Bezzazi, 2018) [3]. The effectiveness of this approach may particularly support students who struggle with fluency, providing them with a structured way to practice and improve their language competencies (Mansur *et al*., 2024) [14]. This could be valuable for educators seeking strategies to enhance students' speaking abilities in language courses.

On Pronunciation

The Pre-Test Pronunciation mean score of 2.23 falls within the "Low" range, indicating that participants needs improvement with pronunciation, which required significant improvement. After undergoing the intervention, the Post-Test Pronunciation mean score improved to 3.64, placing it in the "High" range which described as Very Good. This improvement suggests that participants' pronunciation skills progressed significantly, moving from below expectation to above average performance.

The results from the table highlight the effectiveness of the Shadowing Technique in improving pronunciation. The improvement from Low to High pronunciation levels indicates that the technique successfully helped participants refine their pronunciation, which is a critical aspect of speaking competency (Rivera & Flores, 2024) [18]. In an educational context, these findings emphasize how the Shadowing Technique can be a valuable tool for enhancing pronunciation, enabling learners to speak more clearly and accurately (Valızadeh & Soltanpour, 2020) [22]. Educators can incorporate such methods into their teaching practices to support learners in improving their pronunciation and overall speaking skills (Zarinfard *et al*., 2021) [23].

Implementation of Shadowing Technique in Improving the Speaking Skills of the Students

The lesson plans for Grade 11 Oral Communication students was structured to foster the development of fluency and pronunciation through targeted activities, including the Shadowing Technique. A rubric was used for peer evaluation, assessing articulation and modulation based on specific criteria. This rubric encouraged students to focus on their speech's clarity and expressiveness, promoting critical listening and constructive feedback. The lesson plan incorporated a range of materials, including TED Talks by Julian Treasure, to provide authentic examples of effective speaking. The use of such resources supported the development of skills in real-world language contexts, reinforcing the importance of clear communication and audience engagement.

The implementation of the Shadowing Technique followed a well-structured process. Initially, students engaged in a review phase to activate prior knowledge, preparing them for new learning. The lesson proceeded with the introduction of articulation and modulation concepts, followed by the Shadowing Technique, where students listened to speeches and immediately repeated them.

Table 3: Sample Lesson Plan in Oral Communication in Context

LESSON PLAN (Senior High School)	Teacher	MA. MATEZA P. GA	Subject	Oral Communication
	Grade Level	11	Quarter	Fourth
	Date	March 10,2025		
1. Objectives				
Content Standard	The learner realizes the rigors of crafting one’s speech.			
Performance Standard	The learner proficiently delivers various speeches using the principles of effective speech delivery.			
Learning Competencies	Uses principles of effective speech writing focusing on: Articulation and Modulation.			
Objectives	At the end of the lesson, the students should be able to: 1. Define speech articulation and modulation 2. Deliver a short speech using proper articulation and modulation techniques. 3. Appreciate the importance of effective speech delivery in communication and self-expression.			

2. Subject Matter	
Topic	Speech Articulation and modulation, LCD Projector and Group Materials
Materials	PowerPoint Presentation,Laptop,
References	Oral Communication Self Learning Module, K to 12 Most Essential Learning Competencies (MELCs) with Corresponding CG Codes
III. PROCEDURE/METHODOLOGY	
Preliminaries	A. Preliminary Activity • Setting the learning atmosphere • Prayer • Greetings • Attendance Checking • Reminders B. Review/ Recall The teacher will ask the students about the previous topic.
3. Lesson Proper	
A. Activity / Motivation	The teacher will instruct the students to find a pair. After finding their pairs, the teacher will play a video of Julian Treasure, entitled, How to Speak So That People Want to Listen | Julian Treasure | TED). After the student listen to the speech, in pairs they will discuss these questions: 1. How does articulation affect speech clarity? 2. Why is modulation important in keeping the audience engaged?
B. Analysis	1. The teacher will discuss further the Speech articulation and Modulation. • Articulation: The clear and precise pronunciation of words. • Modulation: The variation in pitch, tone, and pace to make speech more engaging. 2. The teacher will introduce the Shadowing Technique Definition: A technique where students listen to a speaker and immediately repeat their words, mimicking tone, pronunciation, and fluency. 3. The teacher will give a guided shadowing exercise. • Play a video of in titled, Shadowing with Wednesday Sounds & Intonation • Students shadow the speech by repeating it immediately, mimicking the speaker's tone and pronunciation. Students will repeat the activity twice for better mastery.
C. Abstraction	Discussion 1. Articulation: • The clarity and precision in the way speech sounds are formed and pronounced. • Involves the movement of the tongue, lips, and jaw. 2. Modulation: • The variation in pitch, tone, and volume of the speaker's voice. • Used to maintain audience interest and convey emotions or emphasis. Importance in Speech Writing and Delivery: • Articulation ensures your words are understandable. • Modulation helps express the message effectively and keeps the audience engaged. Both are essential components of effective oral communication.
D. Application	1. Shadowing Practice Direction: The teacher will provide students with speech scripts containing articulation drills. They practice shadowing a model speaker before delivering the speech. Each student delivers a 1-2-minute speech, applying articulation and modulation techniques. 2. Peer Evaluation and Feedback Direction: Students work in pairs to evaluate each other's articulation and modulation using a rubric (criteria: pronunciation, clarity, tone variation, and fluency). 3. Students Appreciation on the topics discussed. Direction: Students will be asked with the following questions: 1. How do you feel after knowing the speech articulation and modulation? 2. As a student, why is it important to have a clear articulation and modulation in delivering a speech?
IV. Assignment	Students will watch a TED Talk or famous speech and practice shadowing it at home. They will record a 1-minute speech applying articulation and modulation techniques and submit it for review.
Prepared by: Checked by: Approved by: (SGD) MA. MATEZA P. GA (SGD) MERLY M. FIGUEROA (SGD)NERISSA E. GUMAPAC SST-II MT –I School Principal II	

This technique was modeled through a video and reinforced through guided practice. As described by Saxena (2023) [20], such auditory and verbal exercises are essential for improving fluency and pronunciation. After the demonstration, students participated in the abstraction phase, which involved discussions to deepen their understanding of articulation (precise pronunciation) and modulation (variations in tone, pitch, and volume). This was followed by the application phase, where students practiced shadowing with speech scripts, delivered short speeches, and participated in peer evaluations, fostering collaboration and self-awareness.

The implementation of the Shadowing Technique showed significant improvements in students' fluency and pronunciation, aligning with findings from Saxena (2023) [20] on the importance of voice modulation and articulation in effective communication. The method of immediate repetition helped students refine their speech patterns, demonstrating clear improvement in fluency, as indicated by their post-test results. Research by Pisanski *et al*. (2016) [17] and Cabrera *et al*. (2015) [4] further supports the technique's

effectiveness in enhancing speech clarity and emotional expression, emphasizing the role of modulation in maintaining audience engagement. Feedback from peer evaluations highlighted progress in both articulation and modulation, with students demonstrating greater confidence in their ability to engage their audience. These results confirm the value of structured practice, peer collaboration, and reflective activities in improving oral communication skills, as evidenced in studies on oral communication proficiency (Research Publish, 2022; IJSSHMR, 2023).

Significant Difference in the Speaking Skills of the Participants Before and After the Implementation of the Shadowing Technique

This following table presents the results of the Wilcoxon signed-rank test, which was used to assess the significant difference in fluency before and after the implementation of the Shadowing Technique. The test compares the Pretest Fluency and Posttest Fluency scores to determine if the Shadowing Technique led to a significant improvement in participants' fluency. The Mean Difference for the fluency scores is -2.00, indicating a noticeable improvement in fluency after the intervention. The Wilcoxon statistic (W) is 0.00, and the p-value is less than 0.001, which is significantly lower than the threshold of 0.05. As a result, the null hypothesis (H_0) was rejected, which states that there is no difference between the pretest and posttest fluency scores. This rejection suggests that the difference observed between the Pretest and Posttest Fluency scores is statistically significant.

Table 4: Significant Difference in the Speaking Skills of the Participants on Fluency Before and After the Implementation of the Shadowing Technique

Paired Test	Test	Mean Difference	Statistic (W)	p-value	Decision on H_0	Interpretation
Wilcoxon W	Pretest	-2.00	0.00	< .001	rejected	significant
	Posttest					

Given that the data was not normally distributed, the Wilcoxon signed-rank test is an appropriate non-parametric method for evaluating the differences between the two related samples.

The results from Table 4, showing a significant difference in fluency before and after the implementation of the Shadowing Technique, have important implications for language instruction and pedagogical practices. The significant improvement in fluency suggests that the Shadowing Technique is an effective tool for enhancing speaking fluency, allowing students to improve their ability to speak smoothly and confidently (Alhomaidan, 2024) [2]. This finding implies that incorporating such active listening and speaking exercises into language courses can be highly beneficial for students who struggle with fluency (Safiyeh & Farrah, 2020) [19]. Furthermore, it supports the idea that interactive and repetitive practices like shadowing can significantly enhance oral communication skills, leading to more effective language acquisition and better overall speaking performance (Safiyeh & Farrah, 2020) [19].

Table 5, on the other hand, presents the results of the Student's t-test, used to assess the significant difference in pronunciation before and after the implementation of the Shadowing Technique.

The Mean Difference for the pronunciation scores is -1.41, suggesting an improvement in pronunciation after the intervention.

Table 5: Significant Difference in the Speaking Skills of the Participants on Pronunciation Before and After the Implementation of the Shadowing Technique

Paired Test	Test	Mean Difference	Statistic (W)	p-value	Decision on H_0	Interpretation
Student's t	Pretest	-1.41	-12.3	< .001	reject	significant
	Posttest					

The Student's t-statistic (t) is -12.3, and the p-value is less than 0.001, which is well below the significance threshold of 0.05. As a result, we reject the null hypothesis (H_0), which posits that there is no significant difference between the pretest and post-test pronunciation scores. This means that the observed improvement in pronunciation is statistically significant.

Since the data is normally distributed, the Student's t-test is the appropriate statistical test for comparing the Pretest and Post-test scores. The results from Table 5 indicate that the Shadowing Technique significantly improved students' pronunciation, highlighting its effectiveness as a teaching strategy (Feeney & Gordonas, 2023) [6]. This suggests that incorporating this technique into language instruction can greatly enhance pronunciation skills, boosting students' confidence and communication clarity (Philippines & Tan, 2020). The findings support its integration into curricula to refine speaking competency, not only improving pronunciation but potentially benefiting other aspects of language learning, such as fluency and overall speech quality (Mansur *et al*., 2024) [14]. These results emphasize the value of active, interactive learning methods in developing essential language skills.

Significant mean gains in the post test results after the implementation of the shadowing techniques in the students' pronunciation and fluency

The next table presents the results of the paired t-tests conducted on the students' pretest and posttest scores for fluency and pronunciation. It displays the mean gain for both categories, the t-statistic, and the p-value for each. The results indicate a significant improvement in both fluency and pronunciation scores after the implementation of the shadowing techniques. For fluency, the mean gain is 2.13, with a t-statistic of 14.85 and a p-value of 4.39e-15, which is well below the significance level of 0.05. Similarly, for pronunciation, the mean gain is 1.41, with a t-statistic of 12.29 and a p-value of 5.11e-13, which also suggests a significant improvement.

Table 6: Significant Mean Gain in the Post-test Results of Students' Pronunciation and Fluency after the Implementation of the Shadowing Technique

Comparison	Test	Mean Gain	t statistic	p-value	Decision on Ho	Interpretation
Fluency	Pretest Posttest	2.13	14.85	4.39	reject	Significant
Pronunciation	Pretest Posttest	1.41	12.29	5.11	reject	Significant

Results reveals that the shadowing techniques have had a significant positive impact on both fluency and pronunciation. The extremely low p-values indicate that the null hypothesis (that there is no mean gain) can be rejected with a high degree of confidence. The t- statistics also indicate that the observed gains are much greater than what could be expected by chance. The mean gain for fluency (2.13) suggests a substantial improvement in the students' ability to speak fluidly, while the mean gain for pronunciation (1.41) reflects noticeable progress in their pronunciation skills.

These results have important implications for education and pedagogy. The effectiveness of shadowing techniques in enhancing fluency and pronunciation suggests that this method can be a valuable tool in language learning, particularly for students who need to improve their spoken language skills (Bezzazi, 2018) [3]. By incorporating shadowing into the curriculum, educators can create a more engaging and effective learning environment, one that emphasizes active learning and practical application of language skills (John, n.d.). Furthermore, the success of this method reinforces the idea that hands-on, immersive techniques can significantly improve student comprehension and proficiency in language learning, making it an effective strategy for both students and teachers aiming for better language outcomes (Alolaywi & Alkhalaf, 2024).

Conclusion

The study concluded that the Shadowing Technique significantly improved students' fluency and pronunciation, advancing their speaking proficiency from low to high levels. It was found to be an effective method for enhancing oral communication skills, particularly in fluency and pronunciation. The statistically significant improvements suggest that the Shadowing Technique is a valuable tool for language teachers to incorporate into their teaching practices. The findings highlight the importance of active listening and repetition in language learning, with the Shadowing Technique proving to be an effective intervention for improving speaking abilities.

Recommendation

Based on the findings, several recommendations are made to enhance the effectiveness of the Shadowing Technique. Curriculum developers should integrate it into the English curriculum to improve fluency and pronunciation. School administrators should support its implementation by providing necessary resources and teacher training. English teachers are encouraged to include it in oral communication lessons as part of a broader strategy to enhance speaking skills. Students should actively engage in Shadowing Technique exercises and use it as a self-study tool. Future researchers are encouraged to explore the long-term effectiveness of the technique on language proficiency, including its impact on vocabulary usage and listening comprehension.

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