



ENHANCING SPEAKING SKILLS THROUGH THE SHADOWING TECHNIQUE

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Annotation: This article investigates the effectiveness of the shadowing technique in improving learners' speaking skills. Many people have difficulties in fluency and pronunciation during learning foreign languages. The study reviews previous research on shadowing and analyzes how it develops listening, pronunciation, and confidence. The findings indicate that shadowing can increase learners' oral performance and supports independent learning. Recommendations for practical use are also provided.

Keywords: Shadowing, speaking skill, pronunciation, fluency, language learning, technique, foreign languages

Speaking is one of the most essential and difficult skills in learning a foreign language. Many students can understand English texts and grammar but it is hard for them to express their thoughts fluently and naturally in their speech. Traditional teaching methods especially include grammar rules and learning vocabulary, while oral fluency and pronunciation are attracted less attention. As a result, most learners can know the language but have a lack of confidence and accuracy in speaking.

Nowadays, the shadowing technique is being recognized as an effective way to improve speaking skill. It involves listening to a native speakers' recordings and repeating the speech almost at the same time. During this process, learners





can imitate pronunciation and intonation which help them to speak more fluently.

Researchers such as Kadota (2019), Hamada (2018), and Nunan (2015) have shown that shadowing can help not only for an increase of speaking fluency, but also listening comprehension and confidence. That's why, this study aims to explore how the shadowing technique can improve learners' speaking skills. It will discuss the benefits of shadowing, analyze previous researches, and suggest practical ways to apply this method in English language learning.

The shadowing techniques are found by researchers as a practical tool for improving oral language skills. It was first introduced in explaining of training, but then became popular in second language learning. According to Kadota (2019), shadowing requires learners to listen to native speakers' recordings and repeat them at the same time. This imitation helps learners to try correct pronunciation, and sentence patterns in their speech. Kadota emphasizes that shadowing activates both listening and speaking processes, and allows learners to develop independence and confidence in their speech production.

Hamada (2018) provided several studies to analyze how shadowing affects learners' speaking and listening abilities. His research showed that shadowing practice significantly improves speech quality, fluency, and intonation. He also observed that learners who do shadowing became more confident and motivated to speak in English. Hamada concluded that shadowing not only helps to increase pronunciation and fluency but also it is a link between comprehension and production.

Similarly, Nunan (2015) suggested that fluency develops through repeating recordings and imitating to natural speech. He notes that learners who engage in imitation like shadowing can better understand how native speakers organize their ideas and use speaking skills properly. Nunan suggests that shadowing is an effective connection between listening and speaking, helping students to change from passive understanding to active communication.





In summary, previous studies show that shadowing is a effective technique that improve pronunciation, fluency, and confidence. These findings indicate that using shadowing into language learning programs can significantly improve learners' speaking skills. This study explores how the shadowing technique can help improve students' speaking skills in an English as a Foreign Language (EFL) context. The research follows a qualitative approach, combining observation, testing, and self-assessment to show learners' progress.

The participants were 20 high school students who are between 16 and 18 years old who were learning English at an intermediate level. All participants had at least four years of English study but had difficulties with speaking fluently and confidently. The students were selected based on voluntary participation and their willingness to practice shadowing regularly. For shadowing practicing, students used short audio materials taken from BBC Learning English and VOA Learning English. These recordings contained different conversations with clear pronunciation and natural intonation. A pre-test and post-test were used to assess students' speaking skills which focus on fluency, pronunciation, and accuracy.

Additionally, a short questioning helps to measure students' attitudes and confidence before and after the training. The shadowing program lasted for four weeks. Students practiced shadowing for 15 minutes per day, five days a week. Through the practice, they listened to a short recording (about 1–2 minutes) and repeated it with the speaker. In the first week, learners focused on pronunciation, and in following weeks, they aimed for improving fluency and natural intonation. The teacher observed the process, provided feedback, and encouraged recording themselves to help learners to compare their progress. Collected data from pre-tests and post-tests were compared to estimate improvement in speaking performance. Students' recordings were analyzed for pronunciation accuracy, speed, and fluency. The data from the questioning was coded thematically to identify changes in students' motivation and self-





confidence. The results were then interpreted to determine the overall effectiveness of the shadowing technique.

The results of this study illustrate that the shadowing technique is an effective method to improve learners' speaking skills. Through shadowing practice, students tried to use clear fluency and pronunciation, and stronger confidence in real communication. The technique encouraged learners to imitate speech of native speakers, which helped them to follow the correct stress and intonation of English. Moreover, the researches showed that shadowing links the listening and speaking by combining comprehension with production. It allows students to engage with natural language use, which is essential for achieving fluency. It is also suggested that teachers should use shadowing technique into classroom activities, such as a warm-up exercises.

In conclusion, shadowing is not a repetition task, it is a process that trains both the mind and the tongue. With repetitive practice, it can significantly enhance students' communication skills and promote independent learning. Future research may explore the long-term effects of shadowing and how it can be useful for different proficiency levels and learning contexts.

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