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FROM LISTENING TO SPEAKING: LEVERAGING THE LANGUAGE SHADOWING TECHNIQUE TO ENHANCE PRONUNCIATION AMONG GRADE 7 ENGLISH LEARNERS

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ABSTRACT

This quantitative pre-experimental study aimed to examine the effectiveness of the Language Shadowing Technique (LST) in improving the pronunciation competence of 30 Grade 7 students at Magatos Integrated School, Asuncion, Davao del Norte. The study focused on stress, intonation, and rhythm. Before the intervention, mean scores were 73.17 for stress, 73.23 for intonation, and 73.20 for rhythm, indicating a "Good" level of pronunciation competence. After a 4-week intervention held on Thursdays and Fridays from 3:30 to 4:30 p.m., mean scores increased to 85.52 for stress, 85.68 for intonation, and 85.63 for rhythm, all in the "Excellent" category. A paired samples t-test showed a significant difference between pre- and post-test scores, $t(29) = 13.20$, $p < .001$, demonstrating the effectiveness of Language Shadowing Technique in enhancing pronunciation skills. The study also included interviews and focus group discussions, revealing seven themes about the intervention's impact, such as improved auditory discrimination and enjoyment of activities. Suggestions for future improvement included using authentic materials and extending the intervention period. These results support Language Shadowing Technique as an effective tool for developing pronunciation competence in English learners.

KEYWORDS: *Grade 7 students, Philippines, Pronunciation, Shadowing Technique, English Language Learning*

INTRODUCTION

English pronunciation refers to the way in which English words are spoken, including the sounds of individual letters and how they are combined (Aggarwal, 2024). It involves aspects such as stress, intonation, rhythm, and the articulation of vowels and consonants. It is crucial for language learners to articulate words and sounds correctly, as this directly impacts their clarity and overall effectiveness in conveying messages (Kannan, 2024). However, learners often faced common pronunciation issues, including mispronounced vowels, silent letters, overly emphasized accents, and confusion with homophones. Many English learners struggle with pronunciation because the way words are spelled often doesn't match how they sound (Patole, 2024).

Globally, pronunciation difficulties are common, especially among non-native English speakers in regions with limited access to quality learning materials and trained teachers. In countries such as India, many learners struggle with specific pronunciation errors, including devoicing sounds like "z" to "s," altering "th" sounds to "t" or "d," and variations in stress and intonation patterns, which affect their spoken English (Kinnane, 2024). Similarly, Uchihara, Trofimovich, and Bradlow (2021) reported that Japanese learners continue to struggle with the English /r/–/l/ contrast, a challenge attributed to the absence of these sounds in the Japanese language. In Vietnam, Phan Thi Tuyet Van et al. (2024) revealed that non-English majors commonly experience pronunciation issues related to word stress, intonation, and consonant–vowel distinctions. These persistent problems stem from insufficient instruction in suprasegmental features and a lack of phonetic awareness and highlights the need for focused and effective strategies to address pronunciation challenges across diverse linguistic contexts.

Various regions in the Philippines reveal persistent challenges in English pronunciation among learners. In Toledo City, Cebu, senior high students were found to struggle with phoneme production due to mother-tongue interference, limited exposure to authentic English, and teaching methods not tailored to phonetic awareness (Kilag et al., 2023). In Pangasinan, learners' pronunciation was significantly influenced by diverse Filipino dialects, leading to vowel modifications like lengthening, raising, and insertion particularly when encountering English words with unfamiliar vowel sounds (Tamburini & Paci, 2023). In Central Luzon, many English teachers reported consistent difficulty in effectively teaching pronunciation, especially during the pandemic, due to limited training, reduced classroom interaction, and a lack of pronunciation-focused materials in online platforms (Santillan et al., 2023).

In the Division of Davao del Norte, specifically at Magatos Integrated School, a significant number of Grade 7 students face persistent challenges with English pronunciation. These difficulties become particularly evident during their Filipino Informal Reading Inventory (FIL IRI) sessions and oral

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reporting activities, where mispronunciations are frequent and often disruptive to communication. One common issue involves words with silent letters for example, “honest” is often mispronounced due to a lack of awareness about silent sounds in English. Additionally, the fear of making pronunciation errors causes many students to avoid speaking altogether, reducing valuable opportunities for oral practice. This hesitation not only limits their confidence but also hampers the development of essential speaking skills. As a result, their struggles with pronunciation negatively impact both their communicative competence and overall academic performance across subjects that require verbal participation.

This action research addresses the broader social issue of pronunciation challenges faced by students. It is both timely and essential, given the widespread difficulties students encounter when pronouncing English words correctly, along with their attitudes and confidence in speaking English. The study is socially relevant as it focuses on meeting the evolving language needs of students, particularly concerning pronunciation. By providing useful insights, this research improves our understanding of effective strategies to tackle these specific problems and evaluates the effectiveness of the proposed intervention. This knowledge not only enhances our understanding of students' pronunciation skills but also supports efforts to boost their confidence, language abilities, and willingness to engage in speaking activities.

Several studies have examined pronunciation and spelling difficulties among learners. Mahdi (2023) noted that pronunciation challenges often lead to misunderstandings, while Aravind (2021) emphasized the lack of focus and methods for teaching pronunciation in schools. Lucarz (2022) observed that students commonly confuse English sounds and struggle to correct their errors. To address these issues, Flores et al. (2024) introduced Project DICE, which significantly improved Grade 7 students’ pronunciation skills in stress, intonation, and speaking strategies. The intervention also boosted learners’ confidence, communication, and reading fluency. Similarly, Magpatoc et al. (2024) used the Cover-Copy-Compare (CCC) strategy to enhance spelling proficiency and promote self-monitoring in Filipino learners.

However, when referred to the scope and locale of this study, the researcher has not come across research on the descriptive quantitative method focusing on one-group pretest post-test approach perspective in addressing students reading comprehension, their attitudes, vocabulary and question answering employing Shadowing Technique Intervention. This means that there has no study that specifically focused on the one-group pretest posttest addressing the needs of learners with dysarthria. This, therefore, established the research gap of the study.

Research Questions

This study aimed to seek answers to the following research questions:

1. What is the level of English pronunciation among Grade 7 students before the Shadowing Technique Intervention has been implemented based on:
2. What is the level of English pronunciation among Grade 7 students after the Shadowing Technique Intervention has been implemented based on:
3. What is the significant difference between pre-test and post-test employing the Shadowing Technique Intervention?
4. What insights about Language Shadowing Technique can teacher and students share to the academe?

Proposed Innovation, Intervention and Strategy

The Language Shadowing Technique was used as an intervention aimed at improving students’ pronunciation and learning skills, specifically listening and speaking skills by incorporating it into various interactive activities. These included "Speak and Check: Reverse Shadowing," tongue twisters, minimal pairs, passage reading, movie mimicry, pronunciation Pictionary, sing-alongs, and storytelling. The primary objective of this intervention was to support learners who struggled with pronunciation particularly in areas such as stress, intonation, and rhythm through engaging and meaningful practice. This approach intended to address pronunciation challenges in a way that was both effective and enjoyable for students**.**

Furthermore, during the intervention, the shadowing technique was applied by first reading the material aloud, followed by students actively listening and repeating each word precisely, imitating both pronunciation and intonation. In addition, pronunciation drills were used, allowing students to practice speaking in unison as they modeled the correct pronunciation. These guided practices offered learners additional support in grasping difficult concepts and contributed significantly to the improvement of their pronunciation skills.

Before conducting the study, the researcher collaborated with Master Teacher I and Teacher II to assess the pronunciation competence of students and identify those qualified to participate. One section from Grade 7, consisting of thirty (30) students observed to have difficulties in English pronunciation, was selected as the respondents. A Pre-Test was administered to determine their initial level of pronunciation competence. Following this, various language shadowing strategies were implemented, tongue twisters, minimal pairs, passage reading, sing-alongs, storytelling, speak and check (reverse shadowing), movie mimicry, and pronunciation Pictionary to enhance the pronunciation competence of the students. The intervention sessions were conducted twice a week, every Thursday and Friday from 3:30 PM to 4:30 PM, over a period of four (4) weeks. After the intervention, a Post-Test was administered to identify whether there was an increase in the level of pronunciation skills among respondents.

Eight Categories of Activities

1. Speak and Check: Reverse Shadowing

In this activity, students will be the first to read a set of prepared sentences aloud while the teacher listens and checks for pronunciation difficulties. This step helps identify specific problem areas. After this diagnostic phase, the teacher models the correct pronunciation, and students shadow the teacher to correct their errors and improve accuracy. This activity is used at the start to assess and support individual pronunciation needs.

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2. Tongue Twister
The teacher introduces a tongue twister and models the correct pronunciation. Students will then shadow the teacher, repeating the tongue twister slowly at first, then gradually increasing speed. This activity sharpens articulation and helps students develop better control over tricky English sounds.

3. Story Telling
A short story is used as the main material. The teacher reads it aloud first with proper intonation and pacing. Students then shadow the teacher in segments. After several repetitions, students are tasked to retell the story in their own words, focusing on pronunciation and speaking fluency. This activity promotes both listening comprehension and expressive speaking.

4. Passage Reading
The teacher selects a short reading passage and models it aloud with natural rhythm and stress. Students shadow the teacher line by line, trying to match the pronunciation and tone. This activity helps students improve reading fluency and oral delivery.

5. Minimal Pair
The teacher introduces minimal pair words (e.g., "pin" vs. "pen") and clearly models their pronunciation. Students repeat the words after the teacher and participate in games or drills where they identify and pronounce the correct word. This activity enhances listening discrimination and precise pronunciation.

6. Movies Mimicry
The teacher plays a short movie or video clip with clear dialogue. After watching, the teacher demonstrates mimicking one or two lines. Students then shadow the characters' lines, imitating tone, expression, and rhythm. Repetition is encouraged until delivery becomes natural. This boosts confidence in real-life communication.

7. Pronunciation Pictionary
The teacher shows a picture and says the word clearly. Students guess the word, then repeat after the teacher using the shadowing technique. This activity connects visuals with sounds, helping reinforce vocabulary and accurate pronunciation.

8. Sing Along
The teacher introduces an English song and sings or plays a portion of it. Students then shadow the lyrics by singing along, focusing on how words are connected and pronounced naturally in songs. This enjoyable activity supports rhythm, stress, and fluency in speaking.

Week	Content	Material/Mode of Instruction
Week 1	• Speak and Check • Tongue Twister	• Reverse Shadowing: Teacher models pronunciation, students shadow. • Teacher models tongue twisters, students shadow increasing speed
Week 2	• Story Telling • Passage Reading	• Short story read by teacher; students shadow and retell • Short reading passage; teacher models, students shadow line by line
Week 3	• Minimal Pair • Movies Mimicry	• Minimal pairs introduced; repetition and pronunciation games • Video clip with dialogue; students mimic and shadow characters' lines
Week 4	• Pronunciation Pictionary • Sing Along	• Visuals with words; students guess and shadow pronunciation • English song; students shadow lyrics focusing on rhythm and stress

METHODS

Research Design

This study used a quantitative research approach with a pre-experimental, one-group pretest-posttest design. As Thyer (2012) explained, a one-group pretest-posttest design observed one group of participants two times—before (pretest) and after (posttest). Studies that involved a specific treatment or intervention were called efficacy studies; they aimed to show whether the treatment could create positive outcomes. This design was a helpful method for identifying changes in key indicators that happened before and after the intervention or treatment was applied. This method was essential for conducting this action research, which aimed to evaluate the effectiveness of a specific strategy.

This study used a pre-experimental, one-group pretest-posttest design to evaluate the effectiveness of various pronunciation strategies. Students' pronunciation skills were measured before and after the intervention using a pretest and posttest. The intervention included engaging activities like tongue twisters, minimal pairs, passage reading, sing-alongs, storytelling, reverse shadowing, movie mimicry, and pronunciation Pictionary to improve articulation and phonemic awareness.

Quasi-experimental research aims to identify cause-and-effect relationships when true experiments aren't feasible, often due to ethical or practical constraints. It typically involves control or comparison groups to strengthen validity (Hassan, 2015).

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In this study, a quasi-experimental design was applied to examine the impact of pronunciation strategies on students' skills without random assignment. A comparison group received traditional instruction, while the intervention group practiced the interactive strategies mentioned above. Pretests and posttests were used to measure progress and attribute improvements to the intervention.

Research Respondents

This study uses purposive sampling, a non-probability technique where participants are deliberately selected based on their relevance to the research. It enables the researcher to gather rich, meaningful data by focusing on individuals with specific knowledge or experience related to the study (Curtis, 2011).

In the context of this study, the research was conducted at Magatos Integrated School in Magatos, Asuncion, Davao del Norte. In coordination with a Master Teacher I and a Teacher II, the researcher purposively selected 30 Grade 7 students with varying levels of pronunciation proficiency to form a heterogeneous sample. This systematic selection aligned with the research objectives and followed Cohen's (2007) guideline for quantitative studies.

Research Instruments

The researcher utilized researcher-made materials for the pre-test and post-test of this study, which were validated by the panelists prior to implementation. To assess the pronunciation levels of students, the researcher incorporated engaging activities during the assessment. A pre-test was initially conducted to determine the students' baseline pronunciation levels. Throughout the process, the researcher was accompanied by a Master Teacher I and a Teacher II, who applied a set of criteria to evaluate and identify the pronunciation levels of the participating students. The cooperating teachers assigned scores corresponding to each student's level of pronunciation, using a scale ranging from "Poor" to "Excellent." Scores were interpreted based on a range of means, with 90 and above indicating the highest level of pronunciation and below 50 representing the lowest. The parameter limits used in the interpretation of scores were adopted from Westwood (2021). The table below presents the range of means, corresponding descriptions, and their respective interpretations. Also, the table below shows the researcher-made materials for the pre-test and post-test utilized in this study.

Range of Means	Description	Interpretation
94-100	Very High	If the measures described in the pronunciation proficiency of the students is outstanding.
85-93	High	If the measures described in the pronunciation proficiency of the students is very satisfactory.
75-84	Average	If the measures described in the pronunciation proficiency of the students is satisfactory.
60-74	Low	If the measures described in the pronunciation proficiency of the students is fairly satisfactory.
0-60	Very Low	If the measures described in the pronunciation proficiency of the students did not meet the expectation.

Pre-Test Reading Material

1. **The sun, which is so hot, is shining so bright today.**
2. **Maria, who is an athlete, is running faster than her friend.**
3. **Can you help me carry these heavy boxes?**
4. **The baby, inside the crib, is sleeping soundly.**
5. **You need to present the project today.**
6. **We need to be present this afternoon.**
7. **It's a wonderful day today. Isn't it?**
8. **Why don't we watch a movie tonight?**
9. **Please turn off the lights before you leave.**
10. **She has been studying English for three years.**
11. **My best friend lives in a small village.**
12. **What time are you coming home?**
13. **The kids, along with the parents, are playing happily in the yard, in the park, and at the back of the house.**
14. **It's important to eat healthy food.**
15. **If you practice every day, you will improve.**

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Post-Test Reading Material

1. **The children, after finishing their homework, went outside to play in the sunshine.**
2. **When the storm is over, we will go for a walk along the beach to watch the sunset.**
3. **Please remind me to call my sister when we get to the park later today.**
4. **The students, along with their teachers, are visiting the zoo for a field trip today.**
5. **"She's going to the market, isn't she?"**
6. **You need to shift a little to the left.**
7. **Anna love mango, banana, watermelon and apple.**
8. **"Would you like me to come with you?"**
9. **After dinner, we will watch a movie and have some snacks.**
10. **As the sun set behind the hills and colored the sky, we sat quietly and enjoyed the view.**

Procedure

Mathison (1988) emphasized the value of effective data collection in ensuring reliable results. In this study, a one-group pre-test-post-test design was used to evaluate the effectiveness of the Shadowing Technique Intervention on students' pronunciation. The researcher collaborated with Teacher I and Teacher III to assess the pronunciation skills of Grade 7 students across three sections and identify 30 eligible participants. A pre-test served both as a baseline assessment and a selection tool. Ethical considerations were strictly observed—students were asked for consent, and the researchers ensured transparency by personally introducing themselves and avoiding any form of deception.

After participant selection, the intervention was conducted over four weeks, with one-hour sessions held every Thursday and Friday. The sessions included interactive pronunciation strategies such as tongue twisters, minimal pairs, passage reading, sing-alongs, storytelling, speak and check (reverse shadowing), movie mimicry, and pronunciation pictionary.

Upon completing the intervention, a post-test was administered to evaluate any improvements in the participants' pronunciation proficiency. A comparative analysis was then carried out between the pre-test and post-test results to assess the effectiveness of the intervention.

Data Analysis

Statistical tools help researchers organize, summarize, and interpret data to draw meaningful conclusions. They also assist in evaluating research outcomes by identifying patterns and determining whether results occurred by chance (Buckley et al., 1976). Effective data collection is essential in addressing research problems and guiding analysis.

This study used a one-group pretest-posttest design to determine if there was a significant difference in students' pronunciation scores before and after the intervention. The researchers calculated and compared the mean scores from both tests. A paired t-test was then applied to assess whether changes in scores were statistically significant, helping to confirm or reject the null hypothesis.

To complement the quantitative data, the researchers conducted interviews and used Thematic Analysis (TA) to examine student and teacher responses. This method, based on Braun and Clarke (2013), involved identifying patterns in the data, grouping similar responses, and assigning codes and themes. A panel of experts reviewed the themes to ensure credibility and validity.

Results and Discussion

Presented in this chapter are the results obtained from the study. This chapter outlines the data on the level of pronunciation performance among students in the pre-test; the level of pronunciation performance among students in the post-test; and the significant difference between the pre-test and post-test scores of the students after the implementation of the Language Shadowing Technique.

Research Objective No.1: To determine the level of English pronunciation among Grade 7 students before the Shadowing Technique Intervention.

Table 2. Mean Average of the Scores in Pre-test

Pre-test Score	Frequency	Percentage
80	2	6.67
79	15	50.00
78	3	10.00
77	1	3.33
75	1	3.33
66	1	3.33
60	2	6.67
59	3	10.00
50	2	6.67
Overall Mean	**73.20**	
Description	**Average**	
Standard Deviation	**9.76**	

The pre-test results revealed the initial pronunciation proficiency levels of the 30 participating students prior to the intervention. The overall mean score was M = 73.20, with a standard deviation of SD = 9.76, indicating considerable

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variability in student performance. Although this mean falls within the "Average" category, it reflects only a basic level of pronunciation competence, suggesting many students struggle to achieve clear and natural speech.

The highest score recorded was 80, categorized as "Average," achieved by only 2 students, while the lowest score was 50, labeled "Very Low," also by 2 students, highlighting significant pronunciation difficulties for some. Furthermore, the majority of students clustered near the lower end of the "Average" range, revealing that many participants have yet to develop sufficient pronunciation skills to communicate confidently and effectively.

These findings underscore the urgent need for targeted intervention to support both struggling students and those on the cusp of improvement.

Table 3. Summary Table on the Mean Scores and Descriptions for Pronunciation before the Implementation of the Language Shadowing Technique.

Indicator	Mean	Description
Stress	73.17	Average
Intonation	73.23	Average
Rhythm	73.20	Average
Overall Mean	**73.20**	**Average**

The table presents the mean scores for three pronunciation indicators: stress, intonation, and rhythm, all of which fall under the "Average" category according to the established parameter limits. The mean score for intonation is 73.23, indicating only moderate control in varying pitch, which limits students' ability to make their speech fully clear and expressive. Rhythm, with a mean score of 73.20, suggests that students' speech flow and timing are somewhat inconsistent, potentially causing difficulty for listeners to fully understand them. The stress indicator, at 73.17, reflects a limited ability to emphasize the correct parts of words, which can reduce overall speech clarity. Since all three scores fall within the 75–84 range, this average level points to noticeable weaknesses in pronunciation skills, highlighting the need for focused practice to help students improve their naturalness and confidence in speaking.

This ongoing issue is echoed in the study of Baagbah and Jaganathan (2023) which found that Arab EFL learners, even advanced ones, struggled with placing stress correctly on multisyllabic words, especially trisyllabic ones, leading to reduced intelligibility and communication issues, highlighting that stress difficulties persist despite general instruction. Similarly, Uzun (2024) showed that Turkish EFL learners had trouble perceiving and producing prosodic features like final intonation and word stress, particularly as word length increased, which affected communication effectiveness. These studies align with the current research, where mean scores for stress (73.17), intonation (73.23), and rhythm (73.20) are categorized as "Good" but indicate room for improvement toward more natural and fluent speech.

Also, recent research also indicates ongoing problems with intonation despite learners' generally good performance. Al-Harthy and Al-Mahrooqi (2021) revealed that many EFL learners in Oman had difficulties using appropriate pitch variations to convey meaning and emotion, which affected their ability to engage listeners effectively. This aligns with the current study's finding that while intonation is good overall, students still lack full control to make their speech expressive and confident. In addition, Martínez and Torres (2024) demonstrated that explicit intonation training significantly improved Spanish-speaking learners' ability to use pitch patterns naturally, suggesting that without focused instruction, learners tend to produce flat or monotonous speech. Together, these studies support the need for continued emphasis on stress and intonation in pronunciation teaching to address the subtle but important gaps revealed in this study.

In the same way that intonation contributes to effective speech delivery, rhythm also plays a crucial role in ensuring fluency and listener comprehension. Recent studies support the current finding that students demonstrate an average level of rhythm in their pronunciation. Polyanskaya and Ordin (2020) found that even moderate rhythm inconsistencies can impact how native speakers perceive accentedness. Their research emphasizes that rhythm directly affects speech clarity and naturalness. Similarly, Jekiel (2022) showed that learners improved significantly in speech rhythm after targeted pronunciation training. This suggests that while students show basic rhythm control, focused instruction is key to improving fluency and confidence.

Given the ongoing challenges in pronunciation, it is important to implement a targeted intervention aimed at addressing these specific areas. Such an approach that would help resolve the root of the difficulties, enhance the clarity and effectiveness of spoken communication, and build stronger overall speaking skills.

Research Objective No.2: To determine the level of English pronunciation among Grade 7 students after the Shadowing Technique Intervention.

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Table 4. Mean Average Scores in Post-test

Pre-test Score	Frequency	Equivalent Percentage of Score	Percentage	Interpretation
89	21	98.89	70.00	High
88	3	97.78	10.00	High
84	1	93.33	3.33	High
81	1	90.00	3.33	Average
76	1	84.44	3.33	Average
73	1	81.11	3.33	Low
67	1	74.44	3.33	Low
55	1	61.11	3.33	Very Low
Overall Mean				**85.61**
Description				High
Standard Deviation				7.92

Table 4 shows the post-test results, reflecting the pronunciation proficiency levels of 30 students after the intervention was applied. The overall mean score was 85.61 (SD = 7.92), which falls under the "High" category, indicating a significant improvement in students' pronunciation following the intervention. The highest score recorded was 89, achieved by 21 students, demonstrating that the majority of the class reached a very high level of performance.

Conversely, the lowest score was 50, obtained by only one student, suggesting that only a small number of learners continued to face challenges. The most frequent score was also 89, with a frequency of 21, further confirming that many students performed exceptionally well. These results indicate that the intervention effectively enhanced students' pronunciation skills and helped them achieve a higher level of proficiency. The strong and consistent improvement, coupled with the high frequency of top scores, suggests that the intervention was successful for the majority of participants.

Table 5. Summary Table on the Mean Scores and Descriptions for Pronunciation after the Implementation of the Language Shadowing Technique.

Indicator	Mean	Description
Stress	85.52	High
Intonation	85.68	High
Rhythm	85.63	High
Overall Mean	**85.61**	**High**

Among the pronunciation indicators, intonation received the highest mean score (M = 85.68), followed closely by rhythm (M = 85.63) and stress (M = 85.52), all falling within the "High" category. These results indicate significant improvement in students' ability to vary pitch, maintain a natural rhythm, and correctly place stress after the intervention. Table 5 presents the mean scores and descriptive ratings based on the study's parameters.

Furthermore, the data reveal consistently high post-test scores across all pronunciation indicators, confirming strong overall improvement. Intonation led with the highest mean, reflecting learners' enhanced ability to use pitch effectively and naturally. Rhythm and stress also showed marked gains, indicating better control of speech flow and syllable emphasis. The overall mean of 85.61 further underscores the intervention's positive impact on pronunciation mastery.

This improvement is supported by Omar et al. (2022), who found that oral reading interventions significantly enhanced Grade 3 learners' pronunciation in the Bangsamoro region, with notable gains from pre- to post-test. Their structured oral reading tasks closely resemble the language shadowing technique employed in this study, reinforcing the effectiveness of oral reading activities in developing stress, intonation, and rhythm skills.

Additionally, Barrun and Sia (2023) demonstrated that explicit pronunciation instruction significantly boosted seventh graders' oral fluency compared to incidental learning. Their findings align with the current study's structured and guided approach, providing further evidence that focused pronunciation teaching effectively improves learners' pronunciation proficiency.

Significant Difference Between the Pre-test and Post-test Scores

Table 6. Significant Difference before and after Shadowing Technique Intervention

Type of Test	n	df	Mean	SD	t-value	p-value	Decision
Posttest	30	29.00	85.51	7.92	13.20	<.001	Significant
Pre-test	30		73.20	9.76			
					Cohen's d = 2.42		
					SE Cohen's d = 0.938		

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A total of thirty (30) Grade 7 students participated in this study, with their pronunciation proficiency assessed through pre-test and post-test evaluations after implementing the Language Shadowing Technique. The pre-test mean score was 73.20 (SD = 9.76), indicating basic proficiency with some variation. After the intervention, the mean score increased significantly to 85.51 (SD = 7.92), showing improved consistency among students.

Moreover, a paired samples t-test revealed a significant difference between pre-test and post-test scores, $t(29) = 13.20$, $p < .001$, leading to rejection of the null hypothesis. This confirms that the intervention had a statistically significant effect on pronunciation proficiency.

In addition, the Cohen's d value of 2.42 indicates a very large effect size, demonstrating that the Language Shadowing Technique produced not only statistically significant but also practically meaningful improvements. The intervention markedly enhanced students' pronunciation skills, resulting in higher and more consistent performance.

Overall, the statistical results clearly support the effectiveness of the Language Shadowing Technique in improving pronunciation proficiency. The increase in mean scores, combined with the significant t-value and large effect size, validates this instructional method.

In conclusion, the findings suggest that the Language Shadowing Technique is an effective approach for enhancing the pronunciation skills of Grade 7 students. The substantial gains in post-test scores and reduced score variability highlight its value in English language teaching.

Research Question No. 4: What suggestions can you give to make the Language Shadowing Technique more effective?

To address research question 4, in-depth interviews and focus group discussions were conducted with participants. Probing questions gathered their perspectives on the effectiveness of the Language Shadowing Technique in improving pronunciation competence. Eleven (11) major themes emerged from their responses, including the need for varied and authentic materials, a developmental approach, repetition, longer practice duration, exposure to diverse pronunciation tasks, improved auditory discrimination, enhanced prosodic awareness, better fluency and articulatory accuracy, initial struggles with the technique, and enjoyment of varied activities.

Table 8

Themes and Supporting Statements that supports on the suggestions that students shared to improve the Language Shadowing Technique.

Themes	Supporting Statements
The Need for Utilizing Varied and Authentic Materials	• "I'd suggest choosing a variety of materials—like stories, news clips, or interviews—to keep things interesting and relate to real life. Repeating the same material a few times can also help me catch things I missed." – IDI-01 • "Use authentic materials like movies, news reports, or interviews because they show how people speak in real life and even pick content that is interesting, so that one will stay motivated to keep practicing."- IDI-02
The Need for Adopting a Development Approach in Pronunciation Activities	• "To make shadowing more effective, start with easy content first, like simple conversations and then move on to more challenging materials as you improve." – IDI-02 • "Uhm, maybe, like, start with easier activities first, like minimal pairs or slow passage reading, before going to harder stuff like tongue twisters and fast songs." – FGD-01 • "One idea could be, like, slow down the sing-along songs at first. Shadowing fast songs was fun, but it was kinda hard. Starting slower would help beginners more, I think." – FGD-04
The Need for Repetition in Pronunciation Activities	• "I only suggest that when there are students who cannot pronounce correctly, you should ahhhhmmm call their attention to repeat the words."- IDI-03 • "I think it's good to, like, repeat the same activity a few times. Like, if you mimic a movie scene, do it two or three times until you can really match the pronunciatin and feeling." -FGD-02
The Need for a Longer Duration of Pronunciation Activities	• "I suggest that having this technique should be implemented in two months and beyond."- IDI-04 • "If I were to suggest, this technique should be given in a long period of time."- IDI-05
Exposure to Varied Pronunciation Activities	• *"was able to experience fun and engaging activities such as sing along and minimal pairs."- IDI-03* • *"shadowing helped a lot, especially when we did activities like tongue twisters and storytelling." – FGD-01*

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	"…doing shadowing with things like minimal pairs and passage reading…" – FGD-02
Improved Auditory Discrimination	• *"Language Shadowing Technique let me follow the mentioned words correctly." – IDI04* • *"It made me really pay attention to how words should sound and practice them right away." -FGD-01* • *"..really trained my ear, you know? I could hear small differences and copy them better, so my pronunciation started sounding clearer." - FGD-02* • *"I think shadowing helped me because,it made me listen more carefully to how words really sound." – FGD-03* • *"Before, I just guessed sometimes, but with shadowing, I had to really copy it.So, my pronunciation got better little by little." – FGD-03* *"For me, doing shadowing while reading or speaking made me notice how speakers connect words. I didn't realize that before." – FGD-04*
Enhance Prosodic Awareness	• *"It also makes me more aware of how words should sound and helps me understand the rhythm, intonation, and stress of sentences, especially through the different activities used in the intervention." – IDI-01* • *"The Language Shadowing Technique improve my pronunciation in a way that it teaches me how to pronounce the correct stress, intonation and rhythm." – IDI-03* • *".every time there is an intervention, it masters my tongue to say a words with a right stress and intonation." – IDI-05* *"shadowing really helped me with word stress. Before, I used to stress the wrong syllables and it sounded funny. But by copying, I learned how to say it right."– FGD-05*
Improved Fluency	• *"This technique can be highly effective, especially when combined with consistent practice. It helps learners develop a more authentic accent and improves their overall speaking skills." – IDI-01* • *"It teaches me the right way to say things and how to sound more natural." – IDI-02* • *It really helped me speak more clearly"- IDI-02* • *"Now, when I practice shadowing, it helps me speak smoother, not so, like, broken." FGD-04* *"It made me speak faster and more naturally."- FGD05*
Improved Articulatory Accuracy	• *"Language shadowing helps me improve my pronunciation by training my mouth to make the right sounds." – IDI01* *"Also, it trained my tongue and mouth. At first, it was hard to move fast, like with tongue twisters, but after practicing, it got easier and my pronunciation got clearer."- FGD-05*
Initial Struggles Associated to Language Shadowing Technique	• *"I thought that Shadowing Technique is easy but, I struggled a lot because I cannot proceed to the next word when I did not say the correct word."- IDI04* • *"At first, it was, like, super challenging, especially with tongue twisters and, uh, minimal pairs. But after some practice, I started feeling more comfortable copying the sounds." FGD-01* *"Uhm, sometimes it was kinda hard because you have to think and speak at the same time. But, like, it really showed me what sounds I was missing." – FGD-03*
Enjoyment of Varied Pronunciation Activities	• *"I do experience enjoyment and creativity because through minimal pairs, I can find a lot of words that has the same sounds."- IDI-05* • *'Honestly, when we did the storytelling, it felt really fun. Shadowing made it easier to follow the style and pronunciation of the characters, which was, like, super cool." – FGD-02* *"I think it was fun and helpful at the same time, like, singing along with the songs and shadowing them. It didn't even feel like studying, but I was still learning the right pronunciation." – FGD-04*

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The findings revealed that students highly valued the use of diverse, authentic materials, as these exposed them to real-life language, varied accents, and natural speech patterns—enhancing their practical listening and speaking abilities. Supporting this, research has highlighted the effectiveness of the shadowing technique, particularly when integrated with authentic content, in improving pronunciation skills. Lu (2024), in a study comparing authentic videos and textbook audios among beginner Mandarin learners, found that while both formats improved tone accuracy, those using authentic materials demonstrated greater interest and appreciation for natural discourse.

Students realized that a developmental approach—emphasizing gradual, consistent practice—made shadowing more effective in improving their clarity, fluency, and confidence in spoken English. Research by Rahmawati (2023) supports this, showing that when shadowing is integrated into a step-by-step instructional design, it significantly boosts pronunciation accuracy and fluency over time.

Moreover, students also realized the vital role of repetition in pronunciation activities, as it helped reinforce accurate sound production, build muscle memory, and boost speaking confidence. Research by Morganna (2020) showed that repeated shadowing sessions led to significant improvements in phoneme accuracy, stress, and intonation, emphasizing how repetition strengthens the effectiveness of the shadowing technique.

In addition, findings revealed that allocating extended time for pronunciation activities enabled students to engage in deeper practice, leading to gradual improvement and stronger retention of correct speech patterns. Research by Martinsen et al. (2020) confirmed that sustained shadowing practice over time led to significant gains in pronunciation accuracy and fluency, especially in tasks like read-aloud.

In the study, it was found that Grade 8 students observed the effectiveness of the Language Shadowing Technique, particularly when paired with varied activities that supported their learning. This was supported by Ofuani and Adindu (2022), whose study showed that incorporating game-based pronunciation activities significantly improved learners' clarity, fluency, and confidence in spoken English.

Notably, the study found that students experienced improved auditory discrimination after using the Language Shadowing Technique, enabling them to better perceive and differentiate sounds for clearer pronunciation. This is consistent with Zajdler's (2020) findings, which highlight how shadowing sharpens phonetic awareness through focused listening and sound identification.

Furthermore, the study found that students developed greater prosodic awareness through the Language Shadowing Technique, improving their ability to use stress, intonation, and rhythm effectively. This aligns with AlKadi's (2022) findings, which showed that shadowing helped learners internalize prosodic features, leading to more natural and intelligible speech.

Additionally, the study revealed that students experienced improved fluency through the consistent use of the Language Shadowing Technique, leading to more fluid and confident speech. This is supported by Abdullah (2020), who found that structured shadowing activities enhanced oral reading fluency and speech automaticity among primary school students.

Moreover, the study showed that students developed greater control and precision in producing speech sounds, reflecting improved articulatory accuracy. This aligns with Barrun and Sia's (2020) findings, which demonstrated that explicit pronunciation instruction led to significantly better performance in pronunciation and oral language tasks.

At the outset, students struggled with the Language Shadowing Technique, particularly in keeping pace and accurately mimicking pronunciation. Nevertheless, Sugiarto et al. (2020) found that learners eventually made significant improvements in pronunciation and suprasegmental features, with many developing positive attitudes toward the technique over time.

Finally, the study highlighted how student motivation and enjoyment significantly increased when engaging pronunciation activities were incorporated—making the learning process not only more effective but also more meaningful. This finding is supported by Prombut (2022), who emphasized that varied and interactive pronunciation tasks enhanced learners' articulation while sustaining their interest, ultimately fostering a more engaging and productive learning experience

CONCLUSION

It was concluded that the pre-test results revealed only a basic level of pronunciation competence among the 30 participating students. With a mean score of M = 73.20 categorized as "Average" and considerable variability in performance, the findings suggest that many students struggled to produce clear and natural speech prior to the intervention.

In brief, the post-test results showed that the 30 participating students reached a mean score of M = 85.61, placing them in the "High" category and indicating substantial improvement from the pre-test. This gain suggests that the Language Shadowing Technique effectively enhanced their pronunciation accuracy, fluency, and confidence. This means that the results provide strong evidence that the technique is a valuable tool for developing pronunciation proficiency.

Overall, the statistical outcomes confirm the effectiveness of the Language Shadowing Technique in enhancing the pronunciation skills of Grade 7 students. The notable increase in mean scores provides strong evidence of its positive impact on learners' oral proficiency. By targeting key elements such as stress, rhythm, and intonation, the technique not only improves accuracy but also fosters greater consistency in speech. Therefore, these results highlight its practical value as an effective method for developing clear, fluent, and confident English communication.

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RECOMMENDATIONS

This research effectively achieved its primary objectives, which included evaluating the pronunciation skills of Grade 7 students before and after the intervention, identifying significant improvements, and collecting meaningful feedback from both students and teachers. However, due to certain limitations such as the short implementation period, limited scope, and small sample size, it is advised that future studies consider a longer intervention timeline and increase the number of repetitions for each activity to strengthen learning outcomes. Additionally, expanding the participant pool and conducting long-term investigations would provide deeper insights into the lasting effects of such interventions. Exploring other pronunciation enhancement methods and incorporating digital or technological tools are also recommended for future inquiry.

In addition, it is essential for students to actively join pronunciation activities and build independence through regular practice, audio recording, and peer feedback. These habits help them take charge of their learning and improve how they pronounce words. Teachers, on the other hand, need continuous training in teaching pronunciation and phonological awareness to boost the quality of instruction. Using real-life materials like conversations, videos, and songs makes practice more engaging and realistic. A classroom that allows mistakes and encourages practice builds student confidence. When both students and teachers are actively involved, pronunciation improves. Learner-centered strategies and proper teacher training lead to better clarity and communication. These efforts also help students become more fluent and natural in speaking. Overall, these steps aim to make pronunciation lessons more effective, inclusive, and long-lasting (Kobilova, 2024).

Moreover, to effectively strengthen students' pronunciation competence, it is strongly recommended that teachers incorporate the shadowing technique as a regular part of daily classroom instruction. Shadowing is a proven, research-backed strategy in which learners attentively listen to spoken language and immediately repeat or mimic it with close precision. Unlike traditional drills, this dynamic approach immerses students in the natural flow of English speech, helping them internalize crucial phonological features such as sound patterns, word stress, intonation, and rhythm. Through repeated exposure and active imitation, students gradually develop a more authentic accent and natural speaking rhythm. When consistently integrated into instruction, shadowing has been shown to significantly enhance oral fluency and articulatory accuracy (Hamada, 2024).

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