

EXPLORING ALGERIAN TEACHERS' PERSPECTIVES ON THE ROLE OF SPEECH SHADOWING IN ENHANCING ENGLISH INTONATION AND STRESS

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Abstract: This qualitative study explores the use of the shadowing technique in teaching English intonation and stress among Algerian educators of English as a Foreign Language. Employing a mixed-methods approach, the research synthesizes thematic analyses of in-depth interviews with statistical analysis of questionnaire responses to examine the technique's effectiveness and challenges. Findings indicate that educators consider shadowing to be a valuable tool for enhancing pronunciation, despite challenges such as cognitive overload and the appropriateness of materials. The adaptability and efficacy of shadowing in various teaching contexts are highlighted, along with its potential for integration with traditional teaching methods. Educators emphasize the need for careful implementation and robust support to maximize the pedagogical benefits. This study not only substantiates the role of shadowing in advancing communicative competence but also sets the stage for further research into its long-term effects and integration with technological advancements in pronunciation pedagogy.

Keywords: Shadowing Technique, English Pronunciation, Algerian EFL Educators, Pronunciation Pedagogy, Mixed Methods Approach.

EXPLORATION DES PERSPECTIVES DES ENSEIGNANTS ALGERIENS SUR LE ROLE DU SHADOWING DANS L'AMELIORATION DE L'INTONATION ET DU STRESS EN ANGLAIS

Résumé : Cette étude qualitative examine l'impact de la technique de shadowing sur l'enseignement de l'intonation et du stress en anglais auprès des enseignants algériens de langue anglaise. Adoptant une approche méthodologique mixte, la recherche intègre des analyses thématiques d'entretiens approfondis avec une analyse statistique des réponses aux questionnaires. Les résultats montrent que les éducateurs considèrent le shadowing comme un outil efficace pour améliorer la prononciation, bien qu'ils relèvent des défis tels que la surcharge cognitive et l'adéquation des matériaux. De plus, l'étude met en lumière l'adaptabilité et l'efficacité du shadowing dans différents contextes d'enseignement et souligne son potentiel d'intégration avec les méthodes traditionnelles pour améliorer l'enseignement de la prononciation. Les éducateurs soulignent également l'importance d'une mise en œuvre soignée et d'un soutien robuste pour maximiser les avantages pédagogiques du shadowing. Cette investigation enrichit le domaine de la pédagogie de la prononciation, confirmant le rôle du shadowing dans le développement de la compétence communicative et ouvrant la voie à des recherches futures sur ses effets à long terme et sa synergie potentielle avec les outils technologiques.

Mots-clés : Technique de Shadowing, Prononciation en Anglais, Enseignants Algériens, Pédagogie de la Prononciation, Approche Méthodes Mixtes.

Introduction

The evolution of pronunciation teaching in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts marks a significant shift towards recognizing its integral role in language education. This transition underscores the impact of pronunciation on communicative competence, particularly the roles of intonation—the variation in pitch across phrases and sentences—and stress—the emphasis on certain syllables or words. These prosodic features are crucial for learners to master, as they are essential in conveying meaning and ensuring clarity in spoken English. Misinterpretations in communication are often attributed to inaccuracies in stress patterns or intonation contours rather than individual phoneme errors, thus highlighting their importance in effective language use (Derwing, T. M., & Munro, M. J., 2005). Furthering this exploration, Jenkins (2000) argues for the adoption of new pronunciation models in English as an International Language (EIL) contexts, advocating a teaching approach that prioritizes mutual intelligibility over mimicking native speaker norms. Additionally, Lippi-Green (2012) highlights the sociolinguistic factors affecting pronunciation teaching, suggesting that educators consider the cultural and identity aspects tied to learners' pronunciation, thereby enriching the learning experience and enhancing communicative effectiveness.

Given the unique challenges presented by the teaching of intonation and stress, which are deeply influenced by the linguistic and cultural norms of the speaker's first language, educators have been in search of effective methodologies to address these aspects of pronunciation. In response, Celce-Murcia, Brinton, and Goodwin (2010) advocate for pedagogical strategies that extend beyond mere articulation of sounds, emphasizing the need to encompass the rhythmic and melodic aspects of language. Concurrently, Gilbert (2008) supports this approach by detailing techniques that enhance learners' perception of intonation patterns. Within this pedagogical framework, the shadowing technique has emerged as a promising tool. According to Hamada (2016) and Murphey (1996), shadowing not only facilitates the auditory discrimination of sounds but also aids in acquiring natural speech patterns. This technique, emphasizing immediate repetition, allows for the integration of prosodic features into the learner's speech, offering a holistic approach to pronunciation training.

However, despite the documented benefits of shadowing for learners, there is a noticeable gap in research regarding language educators' perceptions of this technique, especially concerning its effectiveness in teaching intonation and stress. This study aims to bridge this gap by exploring teachers' perspectives on the utility of shadowing for mastering these prosodic features. The specific research questions are: How do teachers perceive the effectiveness of the shadowing technique in teaching intonation and stress? What challenges and opportunities do teachers identify in integrating shadowing into their teaching practices? To address these questions, the study introduces two hypotheses aimed at deepening the understanding of shadowing's pedagogical impact. The first hypothesis posits that educators perceive significantly higher levels of student proficiency in intonation and stress patterns in EFL contexts when utilizing the shadowing technique, compared to traditional methods. The second hypothesis suggests that despite the recognized pedagogical benefits, significant challenges related to curriculum integration and resource allocation persist, which may be effectively addressed through targeted professional development and enhanced pedagogical support. By delving into educators' insights and experiences, the research seeks to elucidate the pedagogical value of shadowing in pronunciation teaching. The interest in this research area is driven by

observed discrepancies in the effectiveness of traditional pronunciation teaching methods across diverse learner populations. The frequent occurrences of communication breakdowns in EFL contexts, despite learners' accurate phoneme production, point to a critical need for investigating alternative pedagogical strategies. The limited exploration of innovative methodologies like shadowing, particularly from the perspective of language educators, underscores the significance of this study. This investigation is poised to contribute empirical evidence that could inform teaching strategies and advance pronunciation pedagogy in EFL contexts. By examining language instruction from the educators' viewpoint, this study aims to shed light on the pedagogical implications of shadowing in pronunciation teaching, emphasizing its potential impact on learners' proficiency in spoken English and providing insights for educators striving to augment their teaching efficacy.

1. Literature Review

The nuanced integration of shadowing technique within the domain of language acquisition signifies a pivotal shift towards methodologies that are both immersive and interactive, particularly in the teaching of prosodic features like intonation and stress. Shadowing, initially conceived for interpretation training, has been reconceptualized as an indispensable tool in language pedagogy, lauded for its dual focus on enhancing auditory discernment and articulatory precision. This technique, as detailed by Hamada (2016), entails a rigorous engagement where learners actively listen to and replicate spoken language in real-time, facilitating a profound immersion in linguistic nuances and prosodic elements critical for effective communication. This pedagogical innovation dovetails with the broader evolutionary trajectory of pronunciation teaching, which has increasingly embraced a communicative paradigm. The pedagogical focus has broadened, transcending mere phonetic accuracy to encompass suprasegmental features—intonation and stress—that are vital for conveying subtleties in meaning and emotion. Celce-Murcia, Brinton, and Goodwin (2010) articulate this shift as a holistic integration of spoken language's intricate aspects, aiming to elevate learners' communicative competence to a level where they can navigate the complexities of real-world interactions effectively. At the heart of this transformative pedagogical approach is the pivotal role of educators, whose perceptions and methodological inclinations are instrumental in harnessing the full potential of shadowing for pronunciation enhancement. The literature underscores a consensus among scholars like Baker (2014) and Derwing and Munro (2005) regarding the criticality of a teacher's adeptness in phonetics and a keen awareness of the diverse backgrounds and needs of learners. Such a pedagogical stance necessitates not only an in-depth understanding of linguistic principles but also a commitment to ongoing professional development to adapt to the dynamic contours of language teaching methodologies. Despite the promising pedagogical implications of shadowing, its efficacy, particularly in the nuanced realm of teaching intonation and stress, is subject to a spectrum of academic discourse. While proponents like Hamada (2016) champion the technique for its capacity to bolster listening and speaking fluency, critiques by Neri, Mich, Gerosa, and Giuliani (2008) highlight potential pedagogical pitfalls, including cognitive strain and the inadvertent reinforcement of inaccurate pronunciation. Nonetheless, the consensus on shadowing's effectiveness in immersing learners in authentic linguistic rhythms and patterns underscores its indispensable value in pronunciation pedagogy. The imperative for a more detailed exploration into the pedagogical utility of shadowing, especially through the lens of

educators' experiences and insights, cannot be overstated. This inquiry is pivotal not only for distilling empirical strategies that could enhance pronunciation teaching, particularly in ESL/EFL contexts but also for illuminating the multifaceted impact of shadowing on learners' mastery of intonation and stress. By delving into the pedagogical trenches (depths) and gleaning insights from educators at the vanguard of language instruction, this research endeavours to enrich the framework of pronunciation pedagogy, offering a beacon for educators striving to refine their instructional practices and increase learners' linguistic proficiency.

2. Research Methodology

This qualitative study was conducted to explore the perspectives of EFL teachers on the use of the shadowing technique in teaching intonation and stress, focusing on the perceived benefits, challenges, and the potential for integrating shadowing with traditional teaching methods to improve pronunciation pedagogy. The study, conducted during the academic year 2023-2024, targeted a general population of 36 Algerian EFL teachers affiliated with universities located in Jijel, Constantine, Setif, and Bordj Bou Arreridj. These participants were selected through purposive sampling, focusing on individuals who not only hold PhD degrees in Applied Linguistics but also actively employ the shadowing technique in their instruction. This deliberate choice ensures that the sample is well-equipped with a deep understanding of phonetics and phonology. These skills are essential for studying and teaching the subtleties of English intonation and stress, the primary focus of this research. The diverse backgrounds and experiences of these teachers provide a rich foundation for exploring the pedagogical value of shadowing in pronunciation teaching. Data collection in this study was meticulously designed to provide a comprehensive overview of EFL teachers' use and views on shadowing technique in pronunciation teaching. The methodology employed a mixed methods approach, integrating both quantitative and qualitative data to ensure a broad yet deep understanding of the subject matter. Initially, a structured questionnaire was deployed to gather data, covering two distinct sections. The first section collected demographic data, such as highest educational degree, years of teaching English at a university level, and modules taught. The second section focused on the use of speech shadowing in EFL pronunciation teaching, inquiring about its implementation, frequency, materials used, effectiveness, challenges encountered, and its comparison with traditional methods. This part also explored the advantages of shadowing, its contribution to pedagogical goals, and the support or resources needed to enhance its use. Additional open-ended questions allowed for further comments on speech shadowing, inviting teachers to share nuanced perspectives and experiences. The questionnaire was disseminated electronically via professional educational networks, language teaching-focused social media groups, and direct emails to language teaching institutions. Participants were briefed about the study's goals, and confidentiality measures were emphasized to foster an open and secure response environment.

To complement the broad quantitative data gathered from the questionnaire, the study engaged ten EFL teachers in focused, in-depth interviews. This select group was chosen for their diverse and extensive teaching backgrounds, providing valuable insights that augmented the questionnaire data. The interviews were strategically designed to delve deeper into the personal and transformative experiences of teachers using shadowing technique. Organized into four key themes, the findings from these interviews presented a rich tapestry of experiences and perspectives, highlighting the transformative impact of shadowing technique specifically on pronunciation teaching in EFL contexts. These themes

included Pedagogical Journeys and the Discovery of Shadowing, Implementation Insights and Classroom Transformations, Navigating Challenges and Embracing Flexibility, and Reflective Growth and Future Aspirations. Each theme brought forward personal narratives that underscored the dynamic nature of speech shadowing and its profound potential in enhancing pronunciation skills among EFL learners. The mixed methods approach of questionnaires and interviews enabled a thorough analysis of both the breadth and depth of shadowing's application in EFL pronunciation teaching. The data analysis process, involving thematic analysis of interview responses and statistical analysis of questionnaire data, was carefully conducted using both manual coding and qualitative data analysis software. This approach ensured that nuanced insights were accurately captured and interpreted, thereby distilling the essence of EFL teachers' experiences and viewpoints and contributing valuable knowledge to the field of pronunciation pedagogy.

3. Data Analysis

The analysis of the data collected from the questionnaire was conducted using a structured tabular format.

Section One: Background Information: Question Items One to Three

The faculty involved in this study are distinguished by their academic excellence, each holding a PhD degree and having at least ten years of teaching experience at the university level, a criterion met by over 75% of the participants. Their teaching portfolios specifically feature Oral Expression, and Phonetics and Phonology as the modules that directly relate to this research, showcasing their deep expertise in the nuances of English intonation and stress. This focused expertise sets a robust foundation for examining the efficacy of shadowing technique in pronunciation instruction.

Section Two: Speech Shadowing in EFL Pronunciation Pedagogy

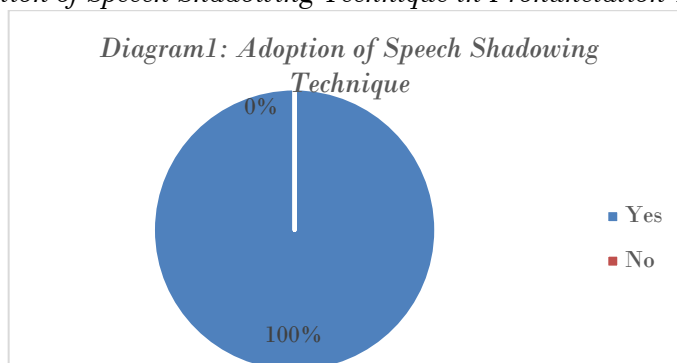
Question Item One: Have you implemented speech shadowing as a technique in your pronunciation teaching?

Yes

No

Response	Number of Responses	Percentage
Yes	36	100%
No	0	0%

Table01 Adoption of Speech Shadowing Technique in Pronunciation Teaching



All 36 teacher respondents (100%) confirmed the implementation of speech shadowing in their pronunciation teaching, indicating a unanimous recognition of its value

in the pedagogical approach to English phonetics and phonology. This unanimous response underscores the technique's perceived efficacy and relevance in enhancing pronunciation skills, aligning closely with the research's aim to delve into teaching practices that facilitate mastery of English intonation and stress. The collective affirmation from the entire cohort of participants provides a strong foundation for further exploration of how speech shadowing is integrated and its impact on learners' pronunciation proficiency.

A Follow-up Question: If yes, could you briefly describe your experience with using speech shadowing in the classroom?

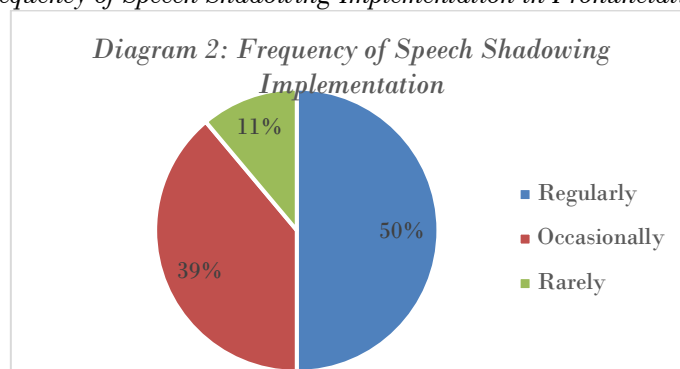
Following their confirmation of employing speech shadowing, participants shared varied experiences highlighting its application and impact. For instance, one respondent noted, 'Integrating shadowing with multimedia resources significantly improved students' intonation patterns,' underscoring the method's adaptability. Another teacher mentioned, 'Shadowing not only enhanced pronunciation but also boosted students' listening comprehension skills, making it a multifaceted tool.' However, challenges were also mentioned, with one educator stating, 'While effective, student engagement varies, requiring creative approaches to maintain interest.' These responses illustrate the diverse ways in which speech shadowing is implemented in the classroom and its multifaceted benefits and challenges in enhancing English pronunciation teaching.

Question Item Two: How frequently do you incorporate speech shadowing into your teaching practices?

- Regularly
- Occasionally
- Rarely

Frequency	Number of Responses	Percentage
Regularly	18	50%
Occasionally	14	39%
Rarely	4	11%

Table02 Frequency of Speech Shadowing Implementation in Pronunciation Teaching



As depicted in Table 2, the distribution of responses illustrates a diverse pattern of integration among the participants. Among the teacher participants, 50% reported that they regularly incorporate speech shadowing into their instructional practices, indicating a strong commitment to this technique as a foundational element of their teaching methodology. Additionally, 39% indicated occasional use of shadowing, suggesting its strategic deployment based on specific pedagogical objectives or student needs.

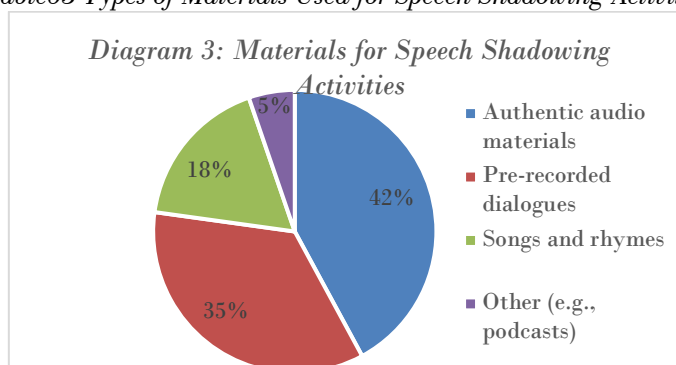
Meanwhile, a minority of 11% mentioned using the technique rarely, which may reflect constraints in classroom settings or a preference for a broader array of instructional strategies. This distribution not only highlights the significance of the method but also emphasizes the variability in its frequency of application, influenced by a range of pedagogical considerations and contextual factors.

Question Item Three: What types of materials do you employ for speech shadowing activities? (Select all that apply)

- Pre-recorded dialogues
- Songs and rhymes
- Authentic audio materials
- Other (please specify):.....

Material Types	Number of Responses	Percentage
Authentic audio materials	24	42%
Pre-recorded dialogues	20	35%
Songs and rhymes	10	18%
Other (e.g., podcasts)	3	5%

Table03 Types of Materials Used for Speech Shadowing Activities



In exploring the types of materials utilized for speech shadowing activities, the data revealed a diverse range of resources employed by the teachers. The majority, 42% of the responses, reported using 'Authentic audio materials', reflecting a preference for real-life language exposure in pronunciation practice. 'Pre-recorded dialogues' were also popular, chosen by 35% of the answers, indicating the value placed on structured, repeatable content. Interestingly, 'Songs and rhymes' were selected by 18% of the responses, suggesting some educators incorporate musical elements to enhance engagement and memorability in shadowing exercises. A small segment, 5%, mentioned 'Other' resources, including podcasts and speeches, highlighting the innovative approaches teachers employ to diversify the learning experience.

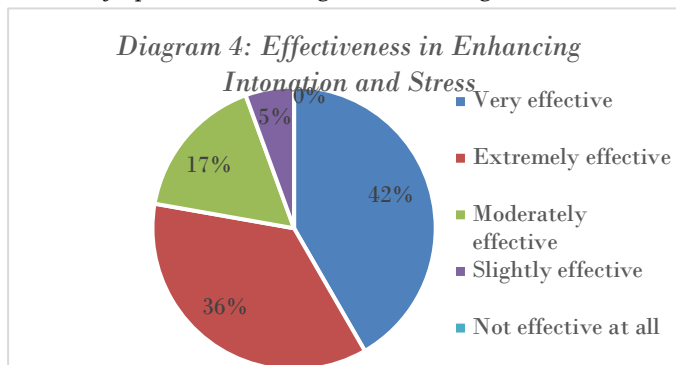
Question Item Four: On a scale of 1 to 5, how effective do you find speech shadowing in improving students' intonation and stress patterns?

- 1 (Not effective at all)
- 2 (Slightly effective)
- 3 (Moderately effective)
- 4 (Very effective)
- 5 (Extremely effective)

Effectiveness of Speech Shadowing	Number of Responses	Percentage
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Very effective	15	42%
Extremely effective	13	36%
Moderately effective	6	17%
Slightly effective	2	5%
Not effective at all	0	0%

Table04 Effectiveness of Speech Shadowing in Enhancing Intonation and Stress



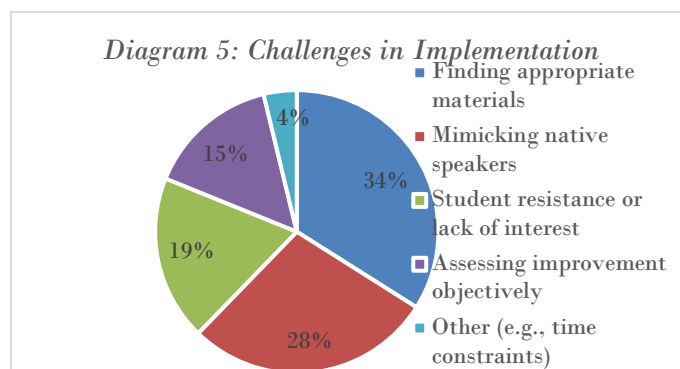
In assessing the effectiveness of speech shadowing on enhancing students' intonation and stress patterns, responses indicated a positive trend. The majority, 42%, rated its effectiveness as '4 - Very effective', while 36% awarded the highest rating of '5 - Extremely effective', underscoring the technique's significant impact on pronunciation skills. Participants who perceived it as '3 - Moderately effective' accounted for 17%, suggesting some reservations or varied outcomes in its application. Meanwhile, a smaller proportion of 5% considered it '2 - Slightly effective', indicating limited efficacy in certain contexts. Notably, none of the respondents rated it as '1 - Not effective at all', affirming a general consensus on the value of speech shadowing in pronunciation teaching.

Question Item Five: What are the main challenges you have encountered when implementing speech shadowing in your teaching? (Select all that apply)

- Mimicking native speakers
- Finding appropriate materials
- Student resistance or lack of interest
- Assessing improvement objectively
- Other (please specify):

Challenge	Number of Responses	Percentage
Finding appropriate materials	18	34%
Mimicking native speakers	15	28%
Student resistance or lack of interest	10	19%
Assessing improvement objectively	8	15%
Other (e.g., time constraints)	2	4%

Table05 Challenges Encountered in Implementing Speech Shadowing



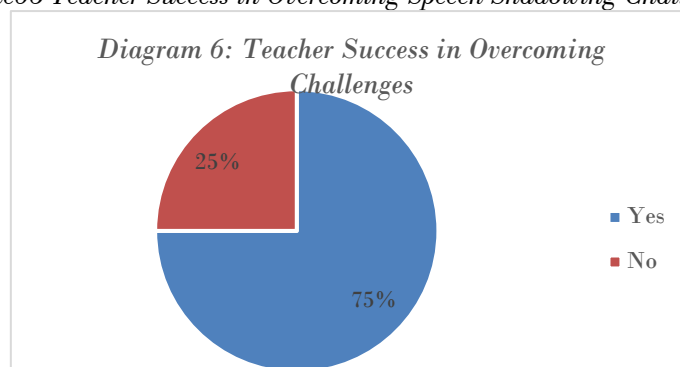
In identifying the primary challenges encountered during the implementation of speech shadowing, the respondents highlighted several key obstacles. The most commonly cited challenge, noted by 34% of the responses, was 'Finding appropriate materials,' indicating a significant need for accessible and relevant resources tailored to speech shadowing activities. Close behind, 'Mimicking native speakers' was identified as a challenge by 28% of the responses, reflecting the difficulties students face in accurately replicating native speech patterns. 'Student resistance or lack of interest' was reported by 19% of the respondents, suggesting engagement and motivation as critical areas for teacher focus. Additionally, 15% of the answers pointed to 'Assessing improvement objectively' as a hurdle, underscoring the complexities involved in measuring pronunciation progress. A small portion, 4% of the responses, mentioned 'Other' challenges, including time constraints and classroom management issues, highlighting the diverse nature of obstacles in the effective implementation of speech shadowing technique.

Question Item 06: Were you able to overcome these challenges?

- Yes
- No

Response	Number of Responses	Percentage
Yes	27	75%
No	9	25%

Table06 Teacher Success in Overcoming Speech Shadowing Challenges



In response to whether they were able to overcome the challenges associated with implementing speech shadowing, 75% of the teachers answered affirmatively, indicating a high degree of adaptability and problem-solving capability within the teaching cohort. The remaining 25% indicated they were still facing challenges, suggesting ongoing obstacles in the effective integration of speech shadowing technique.

-A follow-up Question: If yes, how?

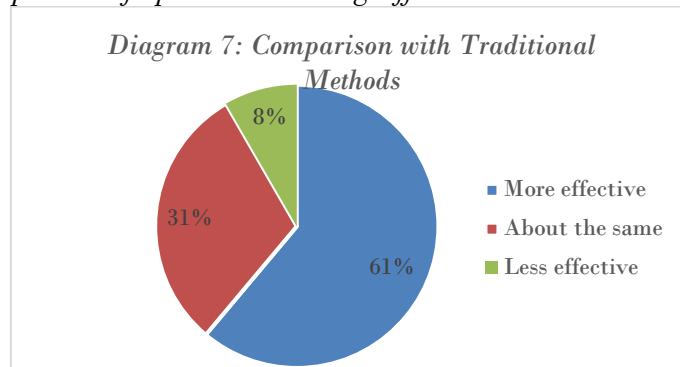
In response to overcoming the challenges associated with speech shadowing, teachers shared a variety of strategies and insights. Many emphasized the importance of curating and sometimes creating bespoke materials that resonate with students' interests and linguistic levels to address the difficulty of finding appropriate resources. To tackle the challenge of mimicking native speakers, some educators incorporated a range of accents and dialects in shadowing exercises, enhancing students' exposure and adaptability. Addressing student resistance or lack of interest, innovative engagement techniques were highlighted, such as gamification and real-world application tasks that made learning more interactive and relevant. For the objective assessment of improvement, a number of respondents described employing a combination of peer feedback, recording analyses, and rubric-based evaluations to track and communicate progress. These narratives underscore the adaptability and creativity of teachers in navigating the complexities of implementing speech shadowing in pronunciation teaching.

Question Item Seven: How does speech shadowing compare in effectiveness to traditional pronunciation teaching methods?

- Less effective
- About the same
- More effective

Response	Number of Responses	Percentage
More effective	22	61%
About the same	11	31%
Less effective	3	8%

Table07 Comparison of Speech Shadowing Effectiveness with Traditional Methods



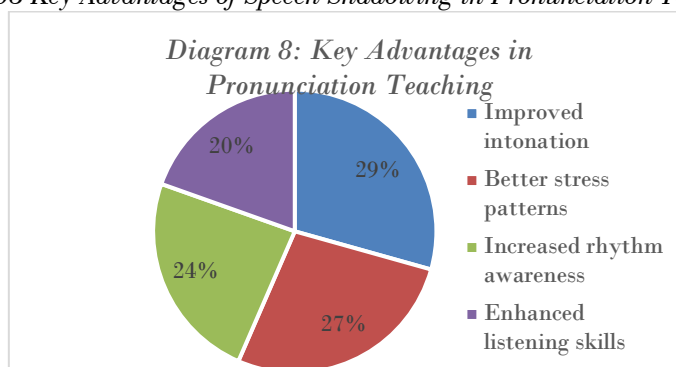
When asked to compare the effectiveness of speech shadowing with traditional pronunciation teaching methods, 61% of the teachers indicated that speech shadowing was 'More effective,' emphasizing its substantial impact on student learning outcomes, particularly in mastering intonation and stress. However, 31% of the respondents felt that speech shadowing and traditional methods were 'About the same' in terms of effectiveness, suggesting that speech shadowing serves as a complementary technique alongside established practices. Only 8% viewed speech shadowing as 'Less effective,' possibly due to specific contextual factors or personal teaching preferences. This distribution of responses highlights a general consensus on the value of speech shadowing, with a significant majority recognizing its enhanced pedagogical benefits in pronunciation instruction.

Question Item 08: What do you consider the key advantages of speech shadowing in pronunciation teaching? (Select all that apply)

- Improved intonation
- Better stress patterns
- Increased rhythm awareness
- Enhanced listening skills
- Other (please specify):

Response	Number of Responses	Percentage
Improved intonation	27	29%
Better stress patterns	25	27%
Increased rhythm awareness	22	24%
Enhanced listening skills	18	20%

Table08 Key Advantages of Speech Shadowing in Pronunciation Teaching



In exploring the perceived advantages of speech shadowing in pronunciation teaching, the responses underscored its multifaceted impact. 'Improved intonation' was identified by 29% of the responses as a key benefit, reflecting the technique's effectiveness in enhancing this crucial aspect of pronunciation. Closely following, 27% of the answers highlighted 'Better stress patterns,' emphasizing speech shadowing's role in refining the dynamic features of spoken English. Additionally, 24% of the responses cited 'Increased rhythm awareness,' suggesting that speech shadowing also supports the development of a more natural speech flow. 'Enhanced listening skills' were noted by 20% of the answers, indicating the technique's additional advantage in improving overall auditory comprehension. These percentages illustrate the comprehensive benefits attributed to speech shadowing, with a notable emphasis on its contribution to mastering the subtleties of English pronunciation.

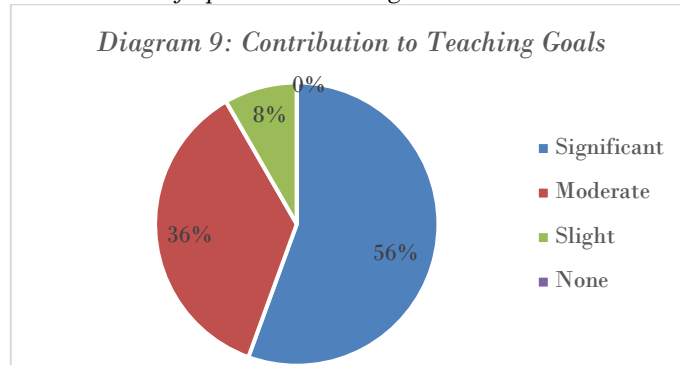
Question Item 09: To what extent does speech shadowing contribute to achieving pedagogical goals in pronunciation teaching?

- Significant
- Moderate
- Slight
- None

Response	Number of Responses	Percentage
Significant	20	56%
Moderate	13	36%

Slight	3	8%
None	0	0%

Table09 Contribution of Speech Shadowing to Pronunciation Teaching Goals



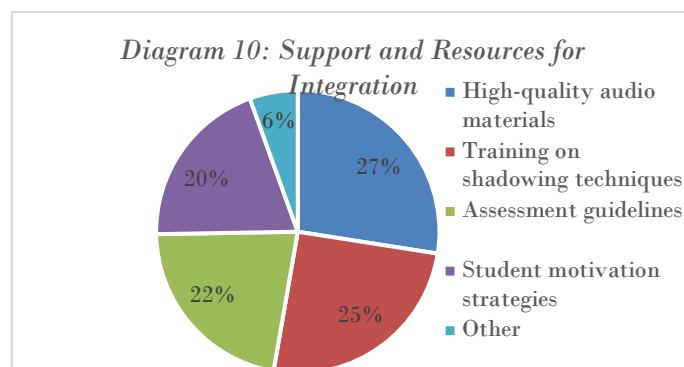
In evaluating the contribution of speech shadowing to pedagogical goals in pronunciation teaching, the data reveal a strong endorsement of its effectiveness. A total of 56% of the respondents rated its contribution as 'Significant,' underscoring the technique's integral role in enhancing pronunciation proficiency, directly supporting the research hypothesis of its utility. Furthermore, 36% viewed the contribution as 'Moderate,' suggesting that while speech shadowing is valued, it functions best within a diverse array of instructional strategies. A smaller portion, 8%, considered its impact to be 'Slight,' indicating varied experiences in its application or effectiveness. Notably, none of the participants (0%) deemed speech shadowing's contribution as 'None,' reinforcing the consensus on its positive impact. These percentages illustrate a broad recognition of speech shadowing's pedagogical value, affirming its relevance in advancing pronunciation teaching practices.

Question 10: What support or resources do you believe are necessary for the effective integration of speech shadowing into pronunciation teaching? (Select all that apply)

- Training on shadowing techniques
- High-quality audio materials
- Assessment guidelines
- Student motivation strategies
- Other (please specify):

Response	Number of Responses	Percentage
High-quality audio materials	25	27%
Training on shadowing techniques	23	25%
Assessment guidelines	20	22%
Student motivation strategies	18	20%
Other	5	6%

Table10 Necessary Support and Resources for Integrating Speech Shadowing



In identifying the necessary support and resources for effectively integrating speech shadowing into pronunciation teaching, educators highlighted several key areas. The majority, 27% of the responses, indicated that 'High-quality audio materials' are essential, emphasizing the importance of authentic and clear audio examples for effective shadowing exercises. Following closely, 25% of the answers pointed to the need for 'Training on shadowing techniques,' suggesting a demand for professional development opportunities to enhance teaching efficacy. 'Assessment guidelines' were deemed necessary by 22% of the responses, highlighting the challenge of measuring progress in speech shadowing activities. Additionally, 20% mentioned 'Student motivation strategies' as critical, underscoring the importance of engaging students in the shadowing process. Lastly, a smaller percentage, 6%, cited 'Other' resources, including digital tools and platforms for interactive learning, reflecting the diverse needs and innovative approaches in pronunciation pedagogy. These findings illustrate the multifaceted support required to fully realize the pedagogical potential of speech shadowing in pronunciation instruction.

Question Item11: Please feel free to add any additional comments or suggestions regarding the use of speech shadowing in EFL pronunciation teaching.

In response to the invitation for additional comments and suggestions, educators offered a wealth of insights that further illuminate the nuances of speech shadowing in EFL pronunciation teaching. Several teachers underscored the importance of contextualizing shadowing activities within real-world scenarios to enhance relevance and engagement. Others suggested the integration of technology, such as speech recognition software and interactive apps, to provide immediate feedback and foster autonomous learning. A recurring theme was the call for a supportive community of practice, where educators can share resources, strategies, and experiences to collectively refine their implementation of speech shadowing. Additionally, the need for research-backed guidelines and best practices was highlighted, indicating a desire for a more evidence-based approach to speech shadowing in pronunciation pedagogy. These comments and suggestions reflect the dynamic and evolving nature of speech shadowing in language education, pointing to both its potential and the areas where further development and support are needed. To ensure a focused and in-depth inquiry, this study engaged four EFL teachers in interviews, a strategic choice that complements the broader questionnaire responses. This select group was chosen for their diverse and extensive teaching backgrounds, providing valuable insights into shadowing technique in pronunciation teaching. The detailed findings from these interviews offer a rich tapestry of experiences and perspectives, organized into four key themes that underscore the transformative impact of shadowing technique specifically on pronunciation teaching in EFL contexts.

-Theme 1: Pedagogical Journeys and the Discovery of Shadowing

The teachers described their pedagogical journeys into EFL and the moment shadowing came into their teaching radar. Their narratives reflect a shared commitment to innovative teaching methods and the profound potential they saw in shadowing for enhancing pronunciation. One teacher recounted, "My interest in pronunciation, particularly in overcoming intonation and stress challenges, led me to shadowing. Its immediate impact on students' confidence was my 'aha' moment" (Teacher 3). Another noted, "Having witnessed the evolution of pronunciation teaching towards more dynamic methods, the discovery of shadowing was a pivotal moment, promising a blend of real-world language practice and classroom learning" (Teacher 4). Adding to these experiences, another teacher shared, "My journey to using shadowing started with my frustration over the ineffectiveness of traditional drills. I needed something that could provide real-time, contextual learning. Shadowing not only filled that gap but also brought noticeable improvements in the learners' ability to manage the rhythm and melody of English" (Teacher 6). Furthermore, "Shadowing entered my teaching practice after observing a colleague use it successfully to help students with speech clarity. Seeing the transformation in students' pronunciation, especially their mastery of intonation, convinced me of its value" (Teacher 8). Lastly, "I explored shadowing after reading about its success in language acquisition studies. Integrating it into my lessons was a breakthrough, particularly in how students began to internalize intonation patterns by closely listening to and replicating native speaker audio" (Teacher 9).

-Theme 2: Implementation Insights and Classroom Transformations

The teachers shared their experiences with the initial implementation of shadowing and its transformative effects on students. They spoke of the method's ability to turn traditional learning environments into interactive spaces where students actively improve their pronunciation. "Integrating shadowing into our lessons was a game-changer, especially seeing a previously shy student blossom and confidently use new phonetic sounds" (Teacher 1), while another observed, "The challenge of introducing shadowing in larger classes was met with innovative solutions, leading to memorable moments where the entire classroom dynamic shifted towards more engaged and confident language use" (Teacher 2). Adding to these observations, one educator noted, "At first, my students were hesitant about mimicking audio clips, but the real breakthrough came when they started recognizing their own improvements in real conversations, which boosted their overall engagement and eagerness to participate" (Teacher 7). Another teacher shared, "The integration of shadowing was initially complex due to varying student levels, but structured peer activities and targeted feedback transformed my classroom into a vibrant learning community, where every student felt valued and motivated to improve" (Teacher 9). Lastly, "Incorporating shadowing required us to rethink our traditional approaches, but the outcome was remarkable. Students not only enhanced their pronunciation but also developed a deeper understanding of the rhythm and intonation of English, making them more fluent and expressive speakers" (Teacher 10).

-Theme 3: Navigating Challenges and Embracing Flexibility

Teachers highlighted the challenges they faced in adopting shadowing, such as selecting appropriate materials and overcoming student skepticism. These anecdotes

underscore the need for flexibility and creativity in teaching. "Selecting materials that resonated with students' interests and level was crucial in making shadowing work. It was about finding the right balance to maintain engagement and effectiveness" (Teacher 2). Another teacher shared, "Overcoming resistance, especially from students accustomed to traditional methods, involved demonstrating shadowing's tangible benefits in improving pronunciation and building confidence" (Teacher 4). Further insights came from a teacher who noted, "Balancing the cognitive load was initially a challenge, as students struggled with the multitasking required by shadowing. However, gradually introducing complexity and providing continuous support helped them adapt more effectively" (Teacher 5). Another educator explained, "The variability in student receptiveness to shadowing pushed me to customize the activities. It wasn't just about using any native speaker audio; it was about curating content that mirrored the linguistic and cultural contexts familiar to the students" (Teacher 8). Lastly, one teacher recounted, "Incorporating technology to facilitate shadowing was a steep learning curve for both myself and my students. We had to experiment with different platforms until we found one that supported our specific needs, enhancing both accessibility and interaction" (Teacher 10).

-Theme 4: Reflective Growth and Future Aspirations

Reflecting on their journey, teachers shared how their understanding and appreciation of shadowing have deepened, emphasizing its central role in their approach to teaching pronunciation. They also expressed enthusiasm for future possibilities, like integrating technology to enhance shadowing's effectiveness. "My journey with shadowing has been one of continuous learning and adaptation. It's not just a technique; it's become a core part of how I approach pronunciation teaching" (Teacher 3). Excitement for technological advancements was evident, "The potential for future advancements, like AI-driven feedback tools, excites me. It opens up new possibilities for making shadowing an even more powerful tool in our pedagogical toolkit" (Teacher 1). Adding to this, another teacher mentioned, "As I've grown more familiar with shadowing, I've seen its potential not just in pronunciation, but in teaching language fluency as a whole. My next step is to explore how shadowing can be integrated with VR to simulate real-life conversations" (Teacher 6). Another noted, "The more I use shadowing, the more I recognize its versatility. I'm currently developing a blended learning module that combines shadowing with synchronous online discussions to enhance students' spoken language skills" (Teacher 7). Finally, a teacher shared, "Looking ahead, I aim to conduct a small-scale study within my classes to measure the exact impact of shadowing on pronunciation accuracy and learner confidence, which could provide valuable data for the broader EFL community" (Teacher 9).

4. Discussion

This research investigates the efficacy of speech shadowing in mastering English intonation and stress, as perceived by Algerian EFL educators. Through a mixed methods approach that employs questionnaires and in-depth interviews, this study captures a comprehensive view of educators' perceptions and experiences, aligning with the hypothesis that speech shadowing is seen as a beneficial tool despite potential implementation challenges. The faculty involved in this study, with their extensive academic qualifications in domains such as Oral Expression, Phonetics, and Phonology, underscore the robust foundation for incorporating and evaluating speech shadowing within

the EFL teaching paradigm. Their background ensures that the application of this technique is deeply rooted in a solid understanding of linguistic principles and best pedagogical practices. Further enriched by in-depth interviews, educators shared insightful narratives about the integration of shadowing technique into their teaching practices, revealing both significant benefits and inherent challenges. These educators noted shadowing's potential to enhance pronunciation skills, particularly intonation and stress, which is consistent with literature advocating innovative methods in pronunciation teaching. These findings substantiate the first hypothesis, suggesting that educators perceive significantly higher levels of student proficiency in intonation and stress patterns when utilizing the shadowing technique, compared to traditional methods. The unanimous adoption of speech shadowing across diverse teaching contexts underscores its adaptability and effectiveness. Educators highlighted how shadowing caters to various pedagogical needs and learner preferences, aligning with trends that emphasize learner-centered approaches and the integration of technology-enhanced teaching methods. The technique's versatility was evident in its varied implementations, from the use of authentic audio materials to innovative digital tools, which facilitate personalized learning experiences.

New insights reveal that educators have tailored shadowing activities to better fit their unique classroom dynamics and student profiles, demonstrating shadowing's flexibility in addressing specific linguistic and cultural needs. For instance, some teachers incorporated shadowing with the use of virtual reality to simulate real-life interactions, enhancing the immersive experience of language learning. Furthermore, overcoming initial challenges such as student resistance and material selection has led to innovative solutions that enhance engagement and effectiveness. Educators have developed strategies for integrating shadowing gradually, starting with simpler tasks and progressively increasing complexity as students become more comfortable with the technique. This scaffolding approach has proven essential in maximizing the benefits of shadowing and supporting students' confidence and proficiency in pronunciation, while simultaneously highlighting the second hypothesis that significant challenges related to curriculum integration and resource allocation persist, necessitating strategic planning and resource allocation.

Despite the recognized benefits, the integration of shadowing into teaching practices is not devoid of challenges. Educators emphasized the need for flexibility and creativity in overcoming these hurdles, which directly supports the second hypothesis regarding anticipated implementation obstacles noted in academic discussions on pedagogical innovations. These challenges, including the sourcing of suitable materials and overcoming learner resistance, present significant barriers that require strategic planning and resource allocation.

Reflecting on the methodological design, this study acknowledges the inherent limitations and biases associated with the self-report nature of the questionnaire and the contextual limitations of the interview sample. The insights gained are shaped by individual educators' experiences and perceptions, which may not universally represent broader teaching contexts. This aspect necessitates a cautious interpretation of the findings, recognizing the potential for subjective bias and the need for broader validation through diverse educational settings. In fact, the findings of this study align with a substantial body of research emphasizing the benefits of speech shadowing for EFL learners, notably in enhancing intonation, stress patterns, and rhythmic awareness. This comparison not only confirms the robustness of our results but also contributes to a broader discourse on effective pronunciation teaching strategies. Studies by researchers such as

Hardison (2012) and Neri et al (2002) provide empirical support for our findings, validating the effectiveness of shadowing in real-world educational settings. The pedagogical value of shadowing, substantiated through this research, supports its dynamic role in language teaching methodologies, particularly in the nuanced areas of pronunciation and prosodic skill enhancement. The findings encourage a re-evaluation of language acquisition models to include cognitive, affective, and contextual dimensions that influence the efficacy of pedagogical interventions. In conclusion, this study not only reaffirms the effectiveness of speech shadowing in improving prosodic features of language but also highlights the multifaceted challenges educators face in its implementation. Looking forward, the study advocates for extensive research to explore the differential impacts of shadowing materials on learning outcomes and to assess the role of learner motivation in shadowing processes. Additionally, the potential for integrating advanced technological tools into shadowing practices presents a promising area for future inquiry.

Conclusion

This research corroborates the utility of shadowing technique in enhancing English intonation and stress, demonstrating its value through the insights of EFL educators. By filling a significant gap in the literature, the study not only emphasizes the theoretical importance of real-time auditory mimicry in improving pronunciation skills but also identifies challenges such as cognitive demands on learners. The integration of shadowing with traditional methods could optimize pronunciation teaching, enhancing communicative competence in global job markets and multicultural settings. Careful material selection and structured support are essential for effective implementation. Further investigation into the longitudinal effects of shadowing and its potential synergy with technological tools could expand its pedagogical impact, supporting the evolution of language teaching methodologies and offering substantial benefits in educational contexts where rapid and effective language acquisition is crucial.

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