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SHADOWING TECHNIQUE IN ENHANCING ENGLISH SPEAKING SKILL**Abstract**

Developing fluent speaking competence remains a substantial challenge for learners in English as a Foreign Language (EFL) due to cognitive pressure and psycho-linguistic barriers. This theoretical research report aims to systematically clarify the neuro-cognitive operational mechanisms and psycho-linguistic foundations of the shadowing technique—a continuous cognitive-motor act of immediate vocal mimicry with minimal time lag. Utilizing a theoretical desk-research methodology, the report synthesizes and analyzes prominent international literature, cross-referencing foundational frameworks such as Levelt's speech production model, Baddeley's working memory component (the phonological loop), and Schmidt's noticing hypothesis. The analysis elucidates how shadowing facilitates cognitive automatization of low-level phonetic sub-skills, eliminates the habit of silent mental translation, and fosters active noticing behaviors toward advanced acoustic features. Ultimately, this report establishes a transparent system of scientific arguments, providing a solid prerequisite and orientation for designing action-oriented, localized Modified Shadowing frameworks within higher education institutions.

Keywords:

Shadowing technique, speaking skills, automatization, phonological loop, EFL learners.

1. INTRODUCTION

In the trend of international integration and the robust development of the knowledge economy, English has affirmed its position as a global lingua franca, playing a decisive bridge-building role in cultural, scientific, and technological exchanges. Among the four basic language skills, speaking is considered the most visual and vivid manifestation of practical communicative competence. Language learners often tend to evaluate their proficiency based on their ability to express ideas fluently, naturally, and accurately under real-time pressure.

However, in countries that use English as a Foreign Language (EFL), developing fluent speaking competence remains a major challenge for most learners. The nature of spoken language requires a complex psycho-linguistic process, where learners must simultaneously perform multiple cognitive tasks: retrieving vocabulary, activating syntax, and controlling the physical articulatory apparatus in a split second. The lack of a natural interactive environment combined with the psychological barrier of language anxiety often leads to the habit of "mental translation" from the mother tongue to the target language, breaking fluency and destroying the natural rhythm of speech.

To fundamentally resolve these limitations, applied linguistics researchers have continuously sought cognitive optimization solutions, among which the Shadowing technique has emerged as a groundbreaking active learning method. Unlike the traditional "Listen and Repeat" method, which relies on long-term memory and has a large time lag, Shadowing forces the brain to process in parallel: the auditory system receives the standard audio stream, and the articulatory organs immediately mimic it with a minimal delay measured in milliseconds.

Despite its enormous potential for application, the practice of Shadowing among the current learner community remains spontaneous and lacks a clear orienting theoretical system. Learners often confuse mechanical audio imitation with active language acquisition, leading to unsustainable outcomes. Therefore, constructing a scientific report to comprehensively systematize the theoretical framework and elucidate the