



English Teachers' Experiences Using Shadowing to Teach Reading Fluency to Struggling Readers

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Abstract

This phenomenological qualitative research explored the lived experiences of English teachers using the shadowing technique in teaching reading fluency to struggling readers in public high school. Guided by Braun and Clarke's (2006) six-phase thematic analysis framework, data were gathered through in-depth interviews with 15 English teachers. The study aimed to understand the motivations, challenges, strategies, observed outcomes, and reflections of teachers implementing the shadowing technique in their reading classes. Findings revealed that teachers were motivated to use shadowing to correct pronunciation errors, enhance reading rhythm and intonation, build student confidence, and foster active classroom participation. Challenges included varying student reading speeds, limited instructional time, occasional learner inattention, and insufficient materials. To address these challenges, teachers employed strategies such as pairing slow and fluent readers, adjusting reading pace, providing audio support, and using a balanced approach of correction and praise. As a result, teachers observed improvements in students' reading fluency, including more accurate pronunciation, smoother and faster reading, increased engagement, and heightened self-confidence. Teachers also reflected positively on the technique, noting its impact on their instructional skills and recommending its broader use. The study concludes that the shadowing technique was perceived as an effective dual-purpose strategy, supporting teacher-reported improvements in students' reading fluency while fostering professional growth among teachers. Recommendations include integrating shadowing into regular reading instruction, encouraging active student participation, providing parental support, organizing teacher training workshops, and conducting further research on its long-term impact and applications across contexts.

Keywords: *Shadowing technique, reading fluency, English teachers, Grade 7 learners, qualitative study, Braun and Clarke's thematic analysis*

Introduction

Reading fluency is a critical component of reading proficiency because it allows learners to read text accurately, smoothly, and with appropriate expression. Fluent readers can focus more on understanding the meaning of a text rather than struggling with word recognition. For English teachers, ensuring reading fluency among learners is essential, especially at the secondary level, where students are expected to engage with more complex texts across subjects. Studies emphasize that poor reading fluency often leads to weak comprehension, low academic confidence, and limited classroom participation, making it a persistent challenge that teachers must address through effective and engaging instructional strategies (Rasinski, 2020; Kuhn et al., 2020).

One strategy that has gained attention in language instruction is the shadowing technique. Shadowing involves learners listening to a model text and immediately repeating or reading along with the speaker, closely imitating pronunciation, pacing, and intonation. This technique supports reading fluency by strengthening learners' decoding skills, automaticity, and prosody. In classroom practice, shadowing can be done through teacher read-aloud, audio recordings, or guided reading sessions where learners repeatedly read texts with support. Research suggests that shadowing helps learners internalize correct language patterns and improves their confidence in oral and silent reading (Hamada, 2021; Foote & McDonough, 2020).



In the Philippines, reading fluency remains a serious concern, particularly among public school learners. National and international assessments have shown that many Filipino students struggle with basic reading skills, including fluency and comprehension. The Department of Education has acknowledged learning gaps, especially after the pandemic, and has implemented various reading programs to address these issues. Despite these efforts, many learners still reach secondary school with limited reading fluency, posing challenges for English teachers who must balance curriculum demands with remediation needs (DepEd, 2023; OECD, 2022).

At Mactan National High School, the school has implemented a reading program that includes a pull-out intervention for Grade 7 learners who are not yet fluent in reading. These learners are given focused reading sessions outside their regular classes to address their specific needs. English teachers involved in the program have utilized the shadowing technique as one of their strategies to improve learners' reading fluency. Through guided listening and reading activities, teachers aim to help learners develop accuracy, speed, and proper expression in reading English texts.

Despite the growing use of the shadowing technique, a review of related literature shows that most existing studies focus on its effectiveness in teaching speaking skills, pronunciation, and listening comprehension. There is limited research that explores shadowing as a strategy specifically for teaching reading fluency, particularly from a qualitative perspective that emphasizes teachers' actual classroom experiences. This gap indicates a need to document and understand how English teachers implement shadowing in reading instruction and the challenges they encounter in real school settings (Hamada, 2021; Foote & McDonough, 2020).

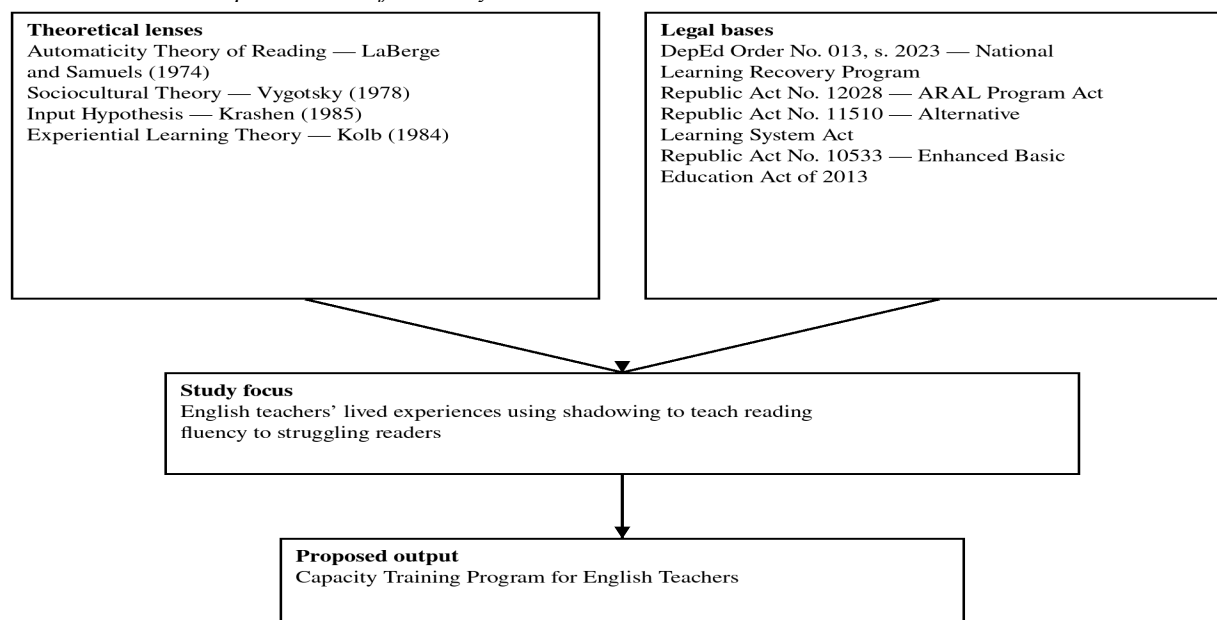
This study assumes that understanding the lived experiences of English teachers in using the shadowing technique can provide valuable understandings into how the strategy supports reading fluency among Grade 7 learners. By examining teachers' experiences, challenges, and perceived outcomes, the study aims to contribute to improved instructional practices and help enhance the reading fluency of learners at Mactan National High School.

The study examined teachers' motivations, challenges, ways of addressing challenges, observed changes in reading fluency, and reflections on shadowing. These experiences informed a proposed Capacity Training Program for English teachers.

Theoretical and Legal Framework

Figure 1

Theoretical and conceptual lenses of the study





This theory serves as the main guide for the present study because the shadowing technique focuses on developing automatic word recognition. Through listening to and reading along with a fluent model repeatedly, learners practice reading quickly, accurately, and with proper expression. In relation to the study, the theory helps explain how English teachers describe the factors that motivate them to use the shadowing technique in improving learners' fluency. It also helps in understanding the challenges teachers experience when using the technique, as well as how they manage or address these challenges in their reading classes. Furthermore, the theory supports the exploration of how teachers describe the changes observed in learners' reading fluency after using the shadowing technique. Lastly, it provides a basis for understanding how teachers reflect on their experiences and evaluate the effectiveness of the technique in helping learners become more automatic and fluent readers.

The shadowing technique in this study follows sociocultural principles because teachers act as fluent reading models and learners participate through guided repetition and interaction. This theory helps explain how English teachers describe the factors that motivate them to use shadowing, how they experience challenges when guiding learners, and how they manage these challenges through support and feedback. It also supports understanding how teachers describe the changes they observe in learners' reading fluency, and how they reflect on their experiences and the effectiveness of the shadowing technique in helping learners improve within their learning zone.

The shadowing technique in this study follows Input Hypothesis principles because it gives learners continuous exposure to fluent and understandable oral reading just above their level. By listening and immediately repeating what they hear, learners practice correct pronunciation, rhythm, and sentence structure. In this way, this theory helps explain how English teachers describe the factors that motivate them to use shadowing, how they experience challenges while using it, and how they manage these challenges in their reading classes. It also supports understanding how teachers describe the changes they observe in learners' reading fluency after using shadowing and how they reflect on their experiences and the effectiveness of the technique in helping learners improve within their zone of development.

This theory supports the present study because it focuses on the lived experiences of English teachers using the shadowing technique. By reflecting on how they use shadowing, including its challenges, adjustments, and results, teachers gain practical knowledge that can improve the teaching of reading fluency. In relation to the study's questions, experiential learning helps explain how English teachers describe the factors that motivate them to use shadowing, how they experience and manage challenges, what changes they observe in learners' reading fluency, and how they reflect on the effectiveness of the technique. This shows that teachers are not just instructors, but also learners who contribute to better reading practices.

Together with the other theories in this study, Experiential Learning Theory helps explain how reading fluency can be improved and how teachers can guide learners to become better readers. The Automaticity Theory shows why practicing reading until it becomes automatic is important. The Sociocultural Theory emphasizes the role of teacher guidance and interaction. The Input Hypothesis explains how listening to understandable and fluent reading helps learners internalize correct language patterns. The Experiential Learning Theory emphasizes that teachers learn and improve their strategies through reflection on their experiences. All these theories support this study by helping us understand how English teachers use the shadowing technique and how it can help Grade 7 learners at Mactan National High School become more fluent readers.

DepEd Order No. 013, s. 2023 (Adoption of the National Learning Recovery Program). DepEd Order No. 013, s. 2023 requires all public schools to implement the National Learning Recovery Program (NLRP). This program was created to help students catch up on learning they may have missed or not fully understood, especially in reading and mathematics. It provides structured activities, lessons, and programs like the National Reading Program that aim to improve reading accuracy, speed, and comprehension. This legal basis supports the study because it shows that the Department of Education considers reading an important skill that needs extra support. It also encourages teachers to try different methods and strategies to help learners who struggle with reading. The use of the shadowing technique in Grade 7 reading classes fits this program because it provides guided practice, repeated exposure to fluent reading, and helps students improve their reading fluency gradually.

Beyond departmental orders, legislative measures further reinforce the government's commitment to learning recovery.



Republic Act No. 12028 (Academic Recovery and Accessible Learning (ARAL) Program Act). Republic Act No. 12028 created the ARAL Program, which provides structured help for learners who are behind in their school work. The law allows schools to give additional classes, tutorials, or special sessions for students who are struggling in core subjects, including reading. Its goal is to help learners reach the minimum skills they need to succeed in school. This law supports the study because it shows that the government wants to make sure all learners can achieve basic reading skills. It also shows the need for teachers to use effective strategies, like the shadowing technique, to help learners who have difficulty reading reach the fluency level expected for their grade.

In addition to recovery-focused legislation, broader policies emphasize inclusive literacy for all learner groups. Republic Act No. 11510 (Alternative Learning System Act). Republic Act No. 11510 establishes the Alternative Learning System (ALS). ALS provides basic reading, writing, and life skills to learners who cannot attend regular schools or who have difficulty learning in normal classroom settings. While ALS mainly helps out-of-school learners, it also emphasizes that all learners must develop essential skills, including reading. This law supports the study because it shows that the government values literacy for all learners. It also explains why strategies like shadowing are needed in classrooms, because even students in formal schools may need extra support to improve their reading fluency.

Underpinning all these efforts is the foundational legislation that sets the direction of Philippine basic education. Republic Act No. 10533 (Enhanced Basic Education Act of 2013). Republic Act No. 10533, also called the Enhanced Basic Education Act of 2013, provides the legal framework for the K to 12 curriculum. It requires schools to help learners develop language and literacy skills from the early grades to senior high school. Reading is included as a core skill in the curriculum, and schools are responsible for making sure students can read fluently and understand texts. This law supports the study because it shows that reading fluency is part of the national education goal. It also supports research on teaching methods, like the shadowing technique, that can help learners become better readers and meet the standards set by the curriculum.

Taken together, these complementary policies and statutes create a cohesive legal foundation for the present investigation.

Related Literature

These laws and policies show that the government and the Department of Education are committed to helping learners improve their reading skills and close learning gaps. They encourage schools and teachers to provide extra programs, special interventions, and effective strategies to support students who are struggling. This makes the study important because it explores how English teachers use the shadowing technique to help Grade 7 learners improve reading fluency. The legal basis ensures that research like this aligns with national programs and laws that aim to improve literacy and learning outcomes for all students.

Several studies show that the shadowing technique helps improve students' reading and oral language skills. Nguyen (2023) found that first-year students in Vietnam improved their reading fluency, word accuracy, speed, intonation, and understanding of texts after practicing shadow reading. Students also became more motivated and enjoyed reading more. Similarly, Win (n.d.) found that shadowing helped EFL learners in Myanmar improve their listening and speaking, especially stress patterns, by listening and repeating words. This made their speech clearer and more accurate. These studies show that shadowing is an effective and practical method to improve both reading and speaking skills.

In addition, Barkov (2022) also showed that shadowing helps improve pronunciation in online learning. In a study with 29 Mexican EFL learners, shadowing helped students speak more clearly. It improved how fast they say words, their word stress, pitch, intonation, and overall understanding. The study also found that students became more aware of important speech features like sentence stress, rhythm, and intonation, which help others understand them better. In addition, the students said they felt more motivated when shadowing was part of online lessons. This shows that shadowing is not only effective for learning but also interesting and engaging for students.



Furthermore, Duong and Nguyen (2025) explained why the shadowing technique is useful for improving listening and speaking skills. Based on theories like the Imitative Theory, Input and Output Hypotheses, and Cognitive Load Theory, they showed that shadowing helps students pronounce words better, speak more fluently, and process language faster by copying native speakers repeatedly. They also suggested a six-step classroom model and said that shadowing encourages students to learn on their own and communicate in real time. This makes shadowing a practical and fun way to teach language.

Moreover, Galeas et al. (2023) studied how pre-service EFL teachers view the shadowing technique for improving speaking skills. They found that shadowing helped students speak more fluently, pronounce words better, and use correct intonation. The teachers also said that shadowing helped students understand language patterns and grammar more naturally, which made them more confident in speaking English. The study highlighted that knowing how learners feel about teaching methods is important for adjusting lessons to improve students' motivation and participation. Similarly, Ga and Lamanilao-Agdana (2025) looked at how Grade 11 students in the Philippines used the shadowing technique. They found that students improved a lot in fluency and pronunciation after practicing shadowing. Their results show that shadowing is an effective way to help senior high school students improve their speaking skills, especially when used in structured English lessons.

Nafs (2023) studied how shadowing helps Grade 11 students in Indonesia improve their pronunciation of English consonants. The study showed that students who used shadowing did much better than those who only read aloud. Shadowing helped students hear and say sounds more accurately through repeated practice. Similarly, Doan (2025) looked at second-year English students in Vietnam and found that shadowing improved their speaking fluency, pronunciation, and confidence. Students also felt more motivated and engaged when practicing shadowing. Both studies show that shadowing is an effective way to help students speak English more naturally and accurately.

Moreover, Villanueva and Gimena (2022) studied college students to see if shadowing improves listening and speaking skills. The group that practiced shadowing showed big improvements in listening scores and speaking performance, while the group with regular instruction did not improve much. Students said shadowing helped them understand and speak English better. Similarly, Mu and Wasuntarasophit (2025) worked with senior high school students in China and found that shadowing improved listening comprehension, speaking, pronunciation, vocabulary, and intonation. Students also became more focused, motivated, and less anxious. Some challenges were fast speech, new words, and repetitive practice. Both studies show that shadowing is an effective way to improve listening and speaking skills when used with clear guidance and structure.

Furthermore, Utami and Morganna (2022) studied 25 ninth-grade students in Indonesia to see if shadowing can improve English pronunciation. The study used two cycles of classroom action research with shadowing activities and tests. Results showed that students' pronunciation got better after shadowing. In the first cycle, they improved in sounds and sound combinations, while the second cycle improved stress, rhythm, pitch, and intonation. The study concluded that shadowing activities like listening, repeating, reading along, recording, and reflecting can help students improve their English pronunciation.

In contrast, Kamal (2021) studied how a primary teacher helped struggling ESL readers in Malaysia. The research used classroom observations, interviews, and documents to find key themes. Results showed that the teacher's active involvement and well-chosen teaching strategies were important for improving students' reading. The study concluded that the Ministry of Education should support teachers with guidance and training so that struggling readers can get effective help.

Additionally, Gomez (2024) studied the challenges and coping strategies of struggling English readers in Grades 4 to 6 at Mayor Santiago Garcia Memorial School in Davao Oriental. The study used interviews with six teachers and fifteen students and analyzed the data for themes. Findings showed that students faced difficulties such as cognitive challenges, low motivation, and past learning experiences. Students used strategies like acceptance, practice, and sometimes ignoring the problem to cope. The study concluded that teacher support, guidance, and student resilience are important, and understanding these challenges can help teachers adjust their teaching to help struggling readers. Finally, Alde (2025) studied how teachers use special reading programs to help struggling readers in the Garchitorena district. The study used surveys with teachers and interviews with students and school heads. Results showed that



teachers with proper training and skills helped students improve their reading, while teachers without training were less effective. The study recommended ongoing teacher training to improve teaching methods. Overall, the reading program Project RIPARU worked best when teachers were well-trained and competent.

Synthesis. The studies show that the shadowing technique is very effective in improving students' reading skills, including fluency, pronunciation, listening, and speaking confidence (Nguyen, 2023; Barkov, 2022; Ga & Lamanilao-Agdana, 2025; Nafs, 2023; Doan, 2025). It works by having students listen and repeat, which helps them speak more clearly, read faster, and understand texts better (Duong & Nguyen, 2025; Galeas et al., 2023). Research also shows it increases focus, memory, motivation, and confidence, but teachers need to guide students, especially with fast speech or new words (Villanueva & Gimena, 2022; Mu & Wasuntarasophit, 2025). Other studies emphasize that teacher skill and training are essential because shadowing works best when teachers know how to support learners and adapt lessons to their needs (Kamal, 2021; Gomez, 2024; Alde, 2025). Overall, shadowing is a practical and powerful method to improve oral language and reading, but its success depends on skilled teachers, guidance, and learner-centered practices.

Methodology

Research Design

The study used a **qualitative-phenomenological research design** to explore the lived experiences of English teachers using the shadowing technique to teach reading fluency to Grade 7 learners at Mactan National High School. Phenomenology was suitable because it helped the researcher understand how teachers made sense of their personal and professional experiences in their classrooms (Creswell, 2014). This study focused on how teachers used the shadowing technique, handled challenges, and perceived its effect on learners' reading fluency.

Data from interviews were analyzed using Braun and Clarke's Six-Phase Framework for Thematic Analysis (2006). This approach provided a structured yet flexible way to understand the lived experiences of English teachers using the shadowing technique. The process began with familiarizing with the data, where the researcher carefully read and re-read transcripts to gain a thorough understanding of the participants' perspectives. Initial codes were then generated by identifying key statements and ideas that reflected teachers' motivations, the challenges they encountered, how they managed these difficulties, the changes they observed in learners' reading fluency, and their reflections on the effectiveness of the technique. Similar codes were grouped to search for themes, which were then reviewed to ensure they accurately represented the data. Each theme was clearly defined and named to capture its essence and relevance to the study. Finally, the themes were written and interpreted in the report to provide a detailed description of how English teachers use the shadowing technique, the factors that influence their teaching decisions, the strategies they employ to overcome challenges, and the impact of the technique on learners' reading fluency. By linking the thematic analysis to these key areas, the study was able to capture a comprehensive picture of teachers' experiences and how shadowing supports the development of reading fluency in Grade 7 learners.

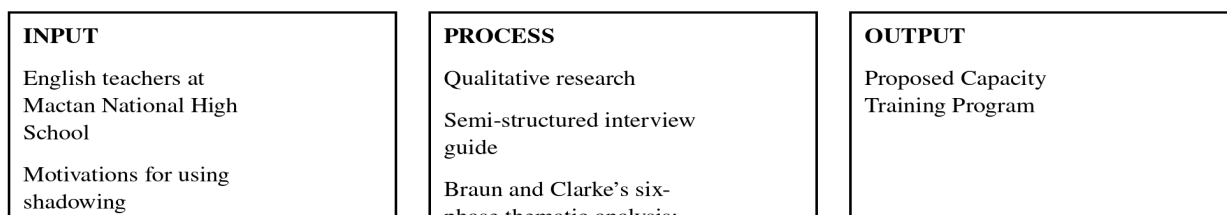
Flow of the Study

The Input–Process–Output (IPO) model served as the conceptual framework of the study. It demonstrated how the study progressed from gathering information to analyzing it, and ultimately to producing a meaningful output. This model helped present the logical flow of the research and explained how each part of the study contributed to achieving its purpose.

Input. In the Input, the study focused on important information related to the experiences of English teachers. This included the factors that motivated English teachers to use the shadowing technique in teaching reading fluency to Grade 7 learners, the challenges they encountered while using the technique, the ways they addressed these challenges in their reading classes, the changes they observed in learners' reading fluency, and their reflections on the effectiveness of the shadowing technique. The participants were English teachers from Mactan National High School. Data were gathered through qualitative methods using a semi-structured interview guide.

Figure 2

Input–process–output model of the study





Process. In the Process, the collected data were transcribed, organized, and analyzed using qualitative research methods. Braun and Clarke's Six-Phase Framework for Thematic Analysis was used to examine the data. The process included familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This systematic process allowed the researcher to identify common patterns and themes based on the teachers shared and individual experiences in using the shadowing technique.

Output. In the Output, the results of the thematic analysis served as the basis for developing a Proposed Capacity Training Program. This program was designed to support English teachers in using the shadowing technique more effectively in teaching reading fluency. The proposed program translated the teachers' lived experiences into practical training strategies that may help improve classroom instruction and learner reading performance.

Research Environment

The study was conducted at Mactan National High School (MNHS), one of the largest public secondary schools under the Department of Education, Division of Lapu-Lapu City. Established on July 3, 1971, as Mactan Barangay High School, it began as an annex of Mactan Elementary School to provide access to secondary education for learners in the community. In 1989, the school relocated to its permanent site at Puso Center, Mactan, Lapu-Lapu City, under the leadership of former administrator Mr. Archimedes M. Dampor, making it more accessible to nearby barangays.

The school continues to grow under strong leadership. Mr. Fernel B. Geraldez served as principal from 2023 to 2025, focusing on improving facilities, learning environments, discipline, and teacher support. Mrs. Rowena G. Sagarino assumed the position in 2025 and continues to guide the school toward academic growth. Currently, MNHS has nine school buildings with 72 classrooms equipped with television monitors to support 21st-century learning, serving more than 4,000 junior and senior high school students. Its spacious grounds host academic, sports, and community activities.



Figure 3



Figure 4

Mactan National High School research environment



Participants

The participants of the study were fifteen (15) English teachers from Mactan National High School who handled reading tutorials for Grade 7 learners during the School Year 2025–2026. These teachers used the shadowing technique with identified Grade 7 students who struggled with reading fluency. The teachers came from different grade levels and had varied teaching experiences and professional backgrounds. Their teaching experiences, educational backgrounds, and involvement in reading instruction provided important information about their lived experiences in using the shadowing technique. The following section presents a brief description of each teacher participant.

Teacher 1 handled English classes and reading tutorials for Grade 7 learners. He had been in the service for 12 years, was 37 years old, married, and had completed 30 units in Master of Arts in Education major in English Language Teaching.

Teacher 2 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 13 years, was 41 years old, married, and had completed a Master of Arts in Education major in Special Education (MAEd–SPED).

Teacher 3 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 5 years, was 32 years old, married, and had completed 18 units in the Master of Arts in Education major in English.

Teacher 4 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 4 years, was 32 years old, married, and had completed a Bachelor of Secondary Education major in English.

Teacher 5 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 9 years, was 38 years old, married, and had completed 24 units in the Master of Arts in Education major in English Language Teaching.

Teacher 6 handled English classes and reading tutorials for Grade 7 learners. He had been in the service for 15 years, was 45 years old, married, and had completed a Master of Arts in Education major in Educational Management.

Teacher 7 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 6 years, was 29 years old, single, and had completed a Bachelor of Secondary Education major in English.



Teacher 8 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 11 years, was 40 years old, married, and had completed 27 units in the Master of Arts in Education major in Special Education (MAEd–SPED).

Teacher 9 handled English classes and reading tutorials for Grade 7 learners. He had been in the service for 3 years, was 26 years old, single, and had completed a Bachelor of Secondary Education major in English.

Teacher 10 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 14 years, was 43 years old, married, and had completed a Master of Arts in Education major in English.

Teacher 11 handled English classes and reading tutorials for Grade 7 learners. He had been in the service for 7 years, was 34 years old, married, and had completed 21 units in the Master of Arts in Education major in English Language Teaching.

Teacher 12 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 10 years, was 39 years old, married, and had completed a Master of Arts in Education major in Special Education (MAEd–SPED).

Teacher 13 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 2 years, was 25 years old, single, and had completed a Bachelor of Secondary Education major in English.

Teacher 14 handled English classes and reading tutorials for Grade 7 learners. He had been in the service for 18 years, was 50 years old, married, and had completed a Master of Arts in Education major in English Language Teaching.

Teacher 15 handled English classes and reading tutorials for Grade 7 learners. She had been in the service for 8 years, was 36 years old, married, and had completed 24 units in the Master of Arts in Education major in English.

Table 1

Distribution of the teacher-participants

Grade Level Handled	Frequency (f)	Percentage (%)
Grade 7	15	100.00
Grade 8	0	0.00
Grade 9	0	0.00
Grade 10	0	0.00
Total	15	100.00

Research Instrument

The primary research instrument used in the study was a semi-structured interview guide prepared by the researcher. The participants were fifteen (15) English teachers from Mactan National High School who handled reading tutorials for Grade 7 learners during the School Year 2025–2026. The interview guide consisted of open-ended questions that allowed the teachers to freely share their experiences in using the shadowing technique. Probing questions were included to help the teachers explain their answers more clearly and to provide deeper descriptions of their classroom practices and experiences.

Ethical Considerations

The researcher strictly observed ethical standards throughout the conduct of the study. Prior to data collection, the researcher secured formal approval from the school authorities and obtained written informed consent from all teacher-participants. The consent form clearly explained the study's purpose, scope, procedures, and potential benefits, emphasizing that participation was entirely voluntary and that participants could withdraw at any time without penalty or explanation. Each participant provided explicit permission to be interviewed and audio-recorded, with full awareness of how their responses would be used and reported.

Confidentiality was upheld at all times. All personal and identifying information was kept strictly private and disclosed only with permission. To protect identities, real names were replaced with generic codes or pseudonyms in transcripts, analysis, and the final written report. No specific details that could reveal a participant's identity were included in any public document or presentation.

Interview recordings and transcripts were stored in password-protected, encrypted files accessible only to the researcher. The source specifies a three-year retention period, followed by permanent deletion of digital files and shredding of physical records.



Data Collection and Analysis

Preliminary Stage. At the outset, the researcher sought approval from the Office of the School Principal in Mactan National High School. Upon approval, formal communication was made to the fifteen (15) English teachers identified as participants. An informed consent form was distributed to the teachers, clearly explaining the purpose, scope, and procedures of the study, as well as their rights, including voluntary participation and the option to withdraw at any time.

Data Gathering Stage. During the data-gathering stage, the researcher conducted individual in-depth interviews with the fifteen English teachers. The semi-structured interviews allowed the teachers to share detailed narratives about their experiences in applying the shadowing technique in real classroom settings. Each session was audio-recorded with the participants' consent and supplemented with field notes to capture non-verbal cues, emotions, and classroom context. Interviews were conducted in a comfortable and non-disruptive environment, in accordance with the Department of Education's Non-Disruption of Classes Policy.

Post Data Gathering Stage. After completing all interviews, the recordings were transcribed verbatim and organized for analysis. The data were analyzed using Braun and Clarke's Six-Phase Framework for Thematic Analysis. This process began with familiarization, where the researcher read and reread the transcripts to fully understand the participants' narratives. In the second phase, initial codes were generated by identifying significant statements and recurring ideas related to the teachers' use of the shadowing technique and its effects on learners' reading fluency. In the third phase, related codes were grouped into potential themes reflecting the teachers' motivations, challenges, strategies, and observations of learners' progress. During the fourth phase, themes were reviewed and refined to ensure they accurately represented the data and aligned with the research objectives. Phase five involved defining and naming themes to capture their essence clearly, while phase six focused on producing the report, integrating the themes into a coherent narrative that represented the teachers' lived experiences.

To ensure trustworthiness and accuracy, the researcher conducted member checking by sharing the analyzed themes with the participants for validation. The verified findings then formed the basis for proposing a Capacity Training Program to support English teachers in using the shadowing technique effectively to improve reading fluency among Grade 7 learners. This systematic and flexible approach provided an authentic representation of the teachers' experiences while offering meaningful interpretations that could guide practical classroom interventions.

Findings

This chapter presents, analyzes, and interprets the qualitative data gathered from fifteen (15) English teacher participants from Mactan National High School regarding their lived experiences in using the shadowing technique to teach reading fluency to Grade 7 learners during the School Year 2025–2026.

Motivations for Using the Shadowing Technique in Teaching Reading Fluency

Table 2

Motivations of English teachers

Research Question	Main Theme	Sub-Themes
What factors motivate English teachers to use the shadowing technique in teaching reading fluency to Grade 7 learners?	Motivations for Using Shadowing Techniques	1. Correct mispronunciations 2. Build reading confidence 3. Combine listening and speaking 4. Documented success of the technique

Correct mispronunciations

One of the motivations of the English teachers in using the shadowing technique is its ability to correct mispronunciations. The consistent use of the shadowing technique has significantly contributed to the improvement of students' reading skills, particularly in correcting mispronunciations. Teachers observed that learners were able to immediately imitate correct pronunciation, follow the proper rhythm and intonation, and gradually reduce errors over time. This not only enhanced the students' reading fluency but also strengthened the teachers' confidence in applying the technique regularly during reading tutorials. This is evident in the following statements of the participants:



“Ang shadowing nakatabang gyud sa pag ayo sa sayop nga pronunciation sa mga Grade 7 learners kay diretso man nilang masundog ang sakto nga pagbasa, mao nga pirmi nako kini gamiton sa reading tutorial.” [Shadowing really helped correct mispronunciations in Grade 7 learners because they could immediately imitate correct reading, which made me consistently use it in the reading tutorial.] Teacher 1

“Mas klaro ang improvement sa pronunciation sa mga estudyante pinaagi sa shadowing, labi na sa mga kanunay masayop, mao nga dili nako kalikayan nga gamiton kini sa reading tutorial.” [The improvement in students’ pronunciation through shadowing, especially for those who often mispronounced, made it something I couldn’t avoid using in the reading tutorial.] Teacher 2

Build reading confidence

One of the motivations of English teachers using the shadowing technique is its ability to build students’ confidence in reading. The consistent use of shadowing has helped learners become more willing to read, less fearful of making mistakes, and more eager to participate in reading activities. Teachers observed that through repeated practice, students were able to follow correct rhythm and intonation, attempt challenging words, and gradually gain confidence in their reading abilities. This not only enhanced the students’ fluency but also strengthened the teachers’ motivation to apply the technique consistently during reading tutorials. This is evident in the following statements of the participants:

“Ang shadowing nakapakita nga ang mga estudyante mas confident sa pagbasa kay pirmi nilang masundog ang sakto nga pagbasa sa audio o teacher model, mao nga sige nako kini gamiton sa reading tutorial.” [Shadowing showed that students became more confident in reading because they could consistently imitate the correct reading from the audio or teacher model, which is why I continue using it in the reading tutorial.] Teacher 1

“Mas hapsay ug mas kumpiyansa ang mga Grade 7 learners sa pagbasa human sa shadowing tungod kay nasanay sila sa pag follow sa sakto nga rhythm and intonation, mao nga dili nako kalimtan gamiton kini sa reading tutorial.” [Grade 7 learners became smoother and more confident in reading after shadowing because they got used to following the correct rhythm and intonation, which is why I make sure to use it in the reading tutorial.] Teacher 2

Combine listening and speaking

One of the motivations of the English teachers in using the shadowing technique is its ability to develop students’ listening and speaking skills simultaneously. The consistent use of shadowing has helped learners hear correct pronunciation while practicing their speaking, allowing them to follow proper tone, rhythm, and intonation. Teachers observed that through repeated practice, students were able to improve both skills at the same time, which enhanced their overall reading fluency and comprehension. This not only strengthened learners’ confidence but also motivated teachers to apply the technique consistently during reading tutorials. This is evident in the following statements of the participants:

“Ang shadowing nakapakita nga ang mga estudyante makadungog ug makasulti sa sakto nga pronunciation sa samang higayon, mao nga pirmi nako kini gamiton sa reading tutorial.” [Shadowing showed that students could hear and speak correct pronunciation at the same time, which is why I always use it in the reading tutorial.] Teacher 1

“Mas dali nila masabtan ang the tone and rhythm sa pagbasa samtang nagpractice sila sa pagsulti, mao nga sige nako gamiton ang shadowing sa reading tutorial.” [They can easily understand the tone and rhythm of reading while practicing speaking, which is why I continue using shadowing in the reading tutorial.] Teacher 2

Documented success of the technique

One of the motivations of the English teachers in using the shadowing technique is its proven success and effectiveness in improving reading skills. Both personal experiences and research-based evidence show that shadowing helps learners, especially those who read slowly, to develop fluency, correct pronunciation, and confidence. Teachers observed that students were able to imitate correct reading models, improve their speaking skills, and gradually enhance their overall reading abilities. This not only strengthened learners’ skills but also encouraged teachers to consistently use the technique in their reading tutorials. This is evident in the following statements of the participants:

Akong nakita nga daghan jud nga mga teachers ang naggamit aning technique, ug klaro jud ang improvement. Mao nga naka-encourage gyud kini nako nga gamiton sad, labi na sa mga bata nga hinay mobasa ug kulang sa fluency.[I



noticed that many teachers are really using this technique, and there is clear improvement. That is why it truly encouraged me to use it as well, especially for children who read slowly and lack fluency.] Teacher 2

Daghan na ang nakasulay ug naggamit aning technique. Gigamit nako kini sa akong kaugalingong anak, ug epektibo kaayo kini kay nakabasa jud siya. Base sa akong personal nga experience, nindot jud ang resulta, mao nga na-encourage ko nga gamiton kini sa reading tutorials. [Many people have already tried and used this technique. I used it with my own child, and it was very effective because my child was really able to read. Based on my personal experience, the results were good, which is why I was encouraged to use it in reading tutorials.] Teacher 3

Challenges in Using the Shadowing Technique in Teaching Reading Fluency

Table 3

Challenges in using shadowing

Research Question	Main Theme	Sub-Themes
What challenges do English teachers encounter while using the shadowing technique in teaching reading fluency?	Challenges in using the Shadowing technique	Different reading speeds Limited class time Students lose focus Lack of materials

Different Reading Speeds

One of the main challenges faced by English teachers in using the shadowing technique is the variation in students' reading speeds. Learners read at different rates, some quickly, some very slowly, which makes it difficult to design activities that meet everyone's needs. Teachers observed that slow readers often rely on others, fast and slow readers cannot be grouped, and selecting appropriate reading materials that match each student's pace is challenging. This requires careful planning, grouping, and constant adjustment by the teachers to ensure that every student benefits from the reading tutorial. This is evident in the following statements of the participants:

Abi nimo ma'am, among mga estudyante lain-lain silang struggle sa reading. Among nakita nga sa fluency sila maglisud. Tuod kahibalo naman sila mobasa pero dili gihapon kaapas. Hinay kaayo. Unya kani sila, ilang reading speed lain-lain. Mao ni ang dakung hagit kung unsaon namu ni sila nga matapok namu ug ma-target namu ilang reading fluency base sa ilang reading speed. [You see ma'am, our students each have different struggles in reading. We noticed that they have difficulty with fluency. It's true that they already know how to read, but they still cannot keep up. They read very slowly. Also, their reading speeds are different. This is the big challenge—how we can group them and target their reading fluency based on their reading speed.] Teacher 3

Silang tanan ma'am lain-lain ug reading speed. Naay uban hinay ug naay uban pinaka-hinay sad jud. Dili jud pareha, challenging kaayo ni. [All of them, ma'am, have different reading speeds. Some are slow, and some are extremely slow. They are not the same, and this is very challenging.] Teacher 5

Limited Class Time

One of the challenges English teachers face in using the shadowing technique is the limited time available in class to focus on every student's reading fluency. Short class periods make it difficult to provide sufficient practice for slow readers, balance the needs of fast and slow readers, and ensure that all students receive adequate guidance. Teachers observed that they often have to prioritize some students, plan activities carefully, and strategize effectively to maximize the limited time available. This requires constant adjustment and efficient classroom management to ensure that every learner benefits from the reading tutorial. This is evident in the following statements of the participants:

Abi nimo ma'am, kulang gyud ang oras sa klase para ma-focus namo ang tanan estudyante sa ilang reading fluency. [You see ma'am, there is really limited class time to focus on all students' reading fluency.] Teacher 1

Bisan gusto namo nga matagaan ug panahon ang matag estudyante, usahay dili gyud mahimo tungod sa limitadong oras. [Even if we want to give time to each student, sometimes it's not possible because of limited time.] Teacher 2

Students Lose Focus

One of the challenges English teachers face in using the shadowing technique is that students often lose focus during reading activities. Distractions, boredom, frustration, and differences in reading levels make it difficult for learners to



maintain attention throughout the session. Teachers observed that students can easily get distracted by their classmates, classroom noise, or unclear instructions, which slows down their reading progress and affects fluency development. This requires teachers to plan engaging activities, provide clear guidance, and continuously monitor and support learners to maintain their attention. This is evident in the following statements of the participants:

Sa klase, usahay makamatikod mi nga dali ra kaayo ma-distract ang mga estudyante. Bisan tuod ganahan sila mo-participate sa reading activity, dali ra silang mawala ug focus. Ang uban magtan-aw sa palibot o mag-hunahuna sa lain nga butang. Kini naglisud sa pagpadayon sa activity ug sa pag-improve sa ilang reading fluency. Mao nga importante nga mahibalo mi unsaon pag-hold sa ilang attention.[In class, sometimes we notice that students get distracted very easily. Even though they want to participate in the reading activity, they lose focus quickly. Some look around or think about other things. This makes it difficult to continue the activity and improve their reading fluency. That is why it is important to know how to hold their attention.] Teacher 2

Usahay, bisan nagsugod na ang reading exercise, ang focus sa estudyante dali ra mawala tungod sa mga butang sa classroom nga makadani sa ilang atensyon. Kini makapahinay sa progreso sa pagbasa ug sa pag-improve sa ilang fluency. Mao nga kinahanglan nga ma-monitor namo ang ilang focus samtang nagbasa. [Sometimes, even when the reading exercise has started, students lose focus quickly because of things in the classroom that attract their attention. This slows down their reading progress and improvement in fluency. That is why we need to monitor their focus while they read.] Teacher 4

Lack of materials

One of the challenges English teachers face in using the shadowing technique is the limited availability of reading materials. Shortage of books, worksheets, and other learning resources affects the planning of reading activities and slows down students' progress in improving reading fluency. Teachers observed that when materials are insufficient, students have to share resources, lose engagement, or wait for their turn, which creates distractions and reduces practice opportunities. This requires teachers to creatively improvise, modify activities, and maximize the available resources to ensure that all learners can participate and achieve the learning objectives. This is evident in the following statements of the participants:

Sa klase, usahay makamatikod mi nga kulang ang mga materyales para sa pagbasa. Bisan tuod ganahan mi nga matagaan ug learning resources ang tanan estudyante, limitado ang available nga reading books ug activity sheets. Kini makapalisod sa pagplano ug pag-organize sa reading activities. Tungod niini, kinahanglan jud nga mag-improvise ug mag-gamit sa mga alternative materials aron ma-cover ang learning needs. [In class, sometimes we notice that there is a lack of materials for reading. Even though we want to provide learning resources to all students, the available reading books and activity sheets are limited. This makes it difficult to plan and organize reading activities. Because of this, we really need to improvise and use alternative materials to cover the learning needs.]

Teacher 1

Usahay, dili tanan estudyante makakuha sa ilang kaugalingong kopya sa reading material, mao nga maghulat sila sa ilang turn. Kini makapahinay sa progress sa pagbasa ug sa pag-improve sa fluency. [Sometimes, not all students can have their own copy of the reading material, so they have to wait for their turn. This slows down their reading progress and improvement in fluency.] Teacher 2

Strategies of the English Teachers to Overcome Challenges in their Reading Tutorial while Using the Shadowing Technique

Table 4

Strategies to overcome challenges

Research Question	Main Theme	Sub-Themes
How do English teachers manage or address these challenges in their reading tutorials?	Strategies to Overcome Challenges	1. Pair slow and fluent readers 2. Adjust reading pace 3. Use audio support 4. Give corrections and praise



Pair slow and fluent readers

One effective strategy observed by English teachers in using the shadowing technique is pairing slow and fluent readers. This approach allows slower readers to learn the pace, pronunciation, rhythm, and intonation from their fluent partners, which significantly improves their reading fluency. Teachers observed that paired reading not only enhances the slow readers' confidence and listening skills but also provides peer guidance, accountability, and opportunities to share limited materials. Through clear instructions, tutor monitoring, rotation of pairs, and setting realistic reading goals, students can actively participate, practice continuously, and experience reading at different paces. This is evident in the following statements of the participants:

Sa reading tutorial, nakita namo nga usa sa epektibong strategy mao ang pag-pair sa mga hinay ug fluent nga readers. Sa ingon ani, ang hinay mobasa makakat-on sa pace ug pronunciation gikan sa fluent reader. Kini nakatabang nga ma-improve ang fluency sa hinay nga estudyante samtang nag-practice sa reading. [In the reading tutorial, we noticed that one effective strategy is pairing slow and fluent readers. In this way, the slow reader can learn the pace and pronunciation from the fluent reader. This helps improve the fluency of the slow student while practicing reading.] Teacher 2

Bisan tuod naay differences sa reading speed, ang pairing nakahatag ug oportunidad sa hinay mobasa nga masundan ang sakto nga rhythm ug intonation sa pagbasa. [Even though there are differences in reading speed, pairing gives the slow reader an opportunity to follow the correct rhythm and intonation of reading.] Teacher 3

Adjust reading pace

One of the key strategies employed in the reading tutorial is adjusting the reading pace according to the students' abilities. Since not all learners read at the same speed, pacing the activity appropriately ensures that slow readers are not left behind and can follow the shadowing technique effectively. By gradually increasing or slowing down the pace based on individual or group needs, teachers help students develop reading fluency, improve comprehension, and enhance listening skills. This strategy also fosters confidence, prevents frustration, encourages participation, and creates an inclusive learning environment where all students can achieve their reading goals.

Sa reading tutorial, usa sa mga importante nga strategy nga among gigamit mao ang pag-adjust sa reading pace depende sa abilidad sa estudyante. Dili tanan bata pareho ug gipas-pason sa pagbasa, mao nga kinahanglan namo i-angay ang pacing sa activity. Kini nakatabang nga mas makasunod ang hinay mobasa sa shadowing technique. [In the reading tutorial, one important strategy we use is adjusting the reading pace depending on the students' ability. Not all children read at the same speed, so we need to adapt the pacing of the activity. This helps slow readers follow the shadowing technique more effectively.] Teacher 1

Among gipa-hinay ang reading pace sa audio o teacher model aron dili ma-overwhelm ang hinay mobasa. Sa ingon ani nga paagi, mas makasunod sila ug masabtan ang ilang ginabasa. [We slow down the reading pace of the audio or teacher model so that slow readers are not overwhelmed. In this way, they can follow and understand what they are reading.] Teacher 3

Use audio support

One effective strategy observed by English teachers in using the shadowing technique is the use of audio support. Audio provides a clear and consistent model for correct reading, pronunciation, intonation, and pacing, which helps students, especially slow readers, follow the reading activity more effectively. Teachers observed that audio-supported shadowing not only builds students' confidence and reduces fear of mispronunciation but also improves listening skills, allows for repeated practice, and helps students understand sentence structure. Moreover, it provides an alternative when fluent readers are not available and addresses the challenge of limited materials, as one audio file can be shared among many students. This is evident in the following statements of the participants:

Sa reading tutorial, usa sa among gigamit nga epektibong strategy mao ang paggamit ug audio support sa shadowing technique. Ang audio nagsilbing klaro nga model sa sakto nga pagbasa, pronunciation, ug intonation. Kini nakatabang sa mga estudyante, labi na sa hinay mobasa, nga mas makasunod sa reading activity. [In the reading tutorial, one effective strategy we use is audio support in the shadowing technique. The audio serves



as a clear model of correct reading, pronunciation, and intonation. This helps students, especially slow readers, follow the reading activity more effectively.] Teacher 1

Ang audio support naghatag ug consistent nga pacing nga makatabang sa mga estudyante nga masabtan ang ritmo sa pagbasa. Dili sila malibog kung unsaon pagpronounce ang mga pulong.

[Audio support provides consistent pacing that helps students understand the rhythm of reading. They are not confused about how to pronounce words.] Teacher 2

Give corrections and praise

One important strategy observed by English teachers in using the shadowing technique is giving proper corrections along with praise. The combination of gentle corrections and positive feedback helps participants recognize their mistakes, maintain focus, and improve reading accuracy and fluency. Teachers noted that correcting errors carefully prevents students from feeling discouraged, while praise strengthens their confidence and motivation to continue practicing. This balanced approach creates a supportive learning environment that encourages active participation and helps learners build both skill and self-assurance. This is evident in the following statements of the participants:

Sa reading tutorial, importante kaayo nga ang teacher mohatag ug sakto nga corrections ug praise samtang gigamit ang shadowing technique. Ang husto nga correction makatabang sa estudyante nga masayran ang ilang sayop, samtang ang praise makapalig-on sa ilang confidence. Kini naghatag ug balanse nga learning environment. [In the reading tutorial, it is very important for the teacher to give proper corrections and praise while using the shadowing technique. Correcting errors helps students recognize their mistakes, while praise strengthens their confidence. This creates a balanced learning environment.] Teacher 5

Kung adunay sayop sa pronunciation o pacing, hinay-hinay nga gi-correct namu ang estudyante aron dili sila ma-discourage. Ang maayong pamaagi sa correction makatabang sa pagpadayon sa ilang focus sa pagbasa. [When there are errors in pronunciation or pacing, the teacher gently corrects the student so they are not discouraged. A good approach to correction helps maintain their focus on reading.] Teacher 6

Observed Improvements in Reading Fluency of the Grade 7 Students Using the Shadowing Technique

Table 5

Observed improvements in reading fluency

Research Question	Main Theme	Sub-Themes
What changes have teachers observed in learners' reading fluency as a result of using the shadowing technique?	Observed Improvements in Reading Fluency	1. Fewer pronunciation errors 2. Better rhythm and intonation 3. More class participation 4. Faster, smoother reading

Fewer pronunciation errors

One of the observed improvements in the reading fluency of Grade 7 participants using the shadowing technique is the reduction of pronunciation errors. It is evident that through consistent practice, participants were able to imitate the correct pronunciation from the audio or teacher model more accurately. Teachers observed that participants made fewer mistakes, followed the proper rhythm and intonation, and gradually reduced errors over time. This not only improved the clarity of their reading but also enhanced their confidence in reading aloud. The following statements from the participants illustrate this improvement:

Sa paggamit sa shadowing technique, klaro nga mikunhod ang pronunciation errors sa mga Grade 7 students. Mas hapsay na nilang masundog ang sakto nga paglitok sa mga pulong gikan sa audio o teacher model. Tungod niini, mas limpyo ug mas klaro na ang ilang pagbasa. [With the use of the shadowing technique, there was a clear decrease in pronunciation errors among Grade 7 students. They were able to imitate the correct pronunciation from the audio or teacher model more smoothly. Because of this, their reading became clearer and more accurate.] Teacher 1

Human sa pipila ka sessions sa shadowing, mas dili na pirmi masayop ang mga estudyante sa paglitok sa lisod nga mga pulong. Ang balik-balik nga pagpaminaw ug pagsunod sa model nakatabang sa pagpalig-on sa husto nga pronunciation. Kini nagpakita nga adunay tin-aw nga improvement sa ilang reading fluency. [After several shadowing



sessions, students made fewer mistakes in pronouncing difficult words. Repeated listening and following the model helped strengthen correct pronunciation. This shows a clear improvement in their reading fluency.]

Teacher 4

Better rhythm and intonation

Another observed improvement in the reading fluency of Grade 7 participants using the shadowing technique is the development of better rhythm and intonation. Through repeated shadowing, participants were able to read with smoother pacing, appropriate rising and falling tones, and proper stress on words. Teachers noticed that participants' reading became more natural, expressive, and less monotone, showing clear progress in oral reading fluency. The following statements from the participants illustrate this improvement:

Sa paggamit sa shadowing technique, namatikdan nga mas hapsay na ang rhythm sa pagbasa sa mga Grade 7 students. Mas sakto na ilang pagtaas ug pagpaubos sa tingog samtang nagbasa. Kini nagpakita nga na-improve ang ilang intonation ug reading fluency.

[With the use of the shadowing technique, it was observed that the rhythm of Grade 7 students' reading became smoother. They used rising and falling tones more appropriately while reading. This shows improvement in their intonation and reading fluency.] Teacher 3

Human sa regular nga shadowing sessions, mas natural na paminawon ang pagbasa sa mga estudyante. Dili na putol-putol ang ilang pagbasa ug mas hapsay na ang flow sa mga pulong. Kini usa ka klarong timailhan sa mas maayo nga rhythm ug intonation.

[After regular shadowing sessions, students' reading sounded more natural. Their reading was no longer choppy and the flow of words became smoother. This is a clear sign of better rhythm and intonation.] Teacher 5

More class participation

Another observed improvement in the reading fluency of Grade 7 students using the shadowing technique is increased class participation. Teachers noticed that students became more active and willing to engage in reading activities. More students volunteered to read aloud, followed the model, and participated in both individual and group reading tasks. The following statements from the participants illustrate this improvement:

Pinaagi sa shadowing technique, namatikdan nga mas aktibo na moapil ang mga Grade 7 students sa reading activities. Mas daghan na ang boluntaryong mobasa ug mosunod sa model. Kini nagpakita nga nisaka ang ilang confidence ug participation sa klase.

[Through the shadowing technique, it was observed that Grade 7 students became more active in reading activities. More students voluntarily read and followed the model. This shows increased confidence and class participation.]

Teacher 2

Sa una, pipila ra ka estudyante ang ganahan moapil sa oral reading. Apan human sa paggamit sa shadowing, mas daghan na ang moapil bisan ang mga hinay mobasa. Kini nagpakita nga epektibo ang shadowing sa pagpalig-on sa classroom participation.

[At first, only a few students wanted to participate in oral reading. However, after using shadowing, more students joined, even those who read slowly. This shows that shadowing is effective in strengthening classroom participation.]

Teacher 3

Faster, smoother reading

One of the most notable improvements observed in Grade 7 students using the shadowing technique was their ability to read faster and more smoothly. Teachers noticed that the students' reading became less choppy, with clearer flow, improved pacing, and greater continuity between words and sentences. These changes demonstrate a significant enhancement in reading fluency. The following statements from the participants illustrate this improvement:

Ang paggamit sa shadowing naghatag ug klarong giya sa mga estudyante kung unsaon pagpadayon sa pagbasa. Tungod ani, mas hapsay ug mas paspas na ang ilang performance. Kini nagpakita nga epektibo ang technique sa pagpaayo sa fluency. [The use of shadowing provided clear guidance to students on how to continue reading. Because of this, their performance became smoother and faster. This shows that the technique is effective in improving fluency.] Teacher 1



Pinaagi sa shadowing technique, namatikdan nga mas paspas na ug mas hapsay ang pagbasa sa mga Grade 7 students. Dili na kaayo putol-putol ang ilang pagbasa ug mas klaro na ang flow sa mga pulong. Kini nagpakita nga dako ang improvement sa ilang reading fluency. [Through the shadowing technique, it was observed that Grade 7 students read faster and more smoothly. Their reading was no longer choppy and the flow of words became clearer. This shows a significant improvement in their reading fluency.] Teacher 5

Teacher Reflections on Their Experiences Using the Shadowing Technique and Its Effectiveness on the Reading Fluency of the Grade 7 Learners

Table 6

Teacher reflections on shadowing

Research Question	Main Theme	Sub-Themes
How do English teachers reflect on their experiences of the shadowing technique?	Teacher Reflections on Shadowing Technique	1. Notable improvement in reading 2. Importance of patience 3. Enhance teaching skills 4. Recommend shadowing for others

Notable improvement in reading

Teachers reflected on the use of the shadowing technique and observed a significant improvement in the reading fluency of Grade 7 students. They noted that students' reading became clearer, faster, and more confident. Errors in pronunciation and intonation decreased, resulting in smoother and more fluent reading. The following statements from the participants illustrate these improvements:

Sa akong kasinatian sa paggamit sa shadowing technique, nakita nako nga dako kaayo ang improvement sa reading fluency sa mga Grade 7 students. Mas klaro ug mas tulin na ang ilang pagbasa kumpara sa una. Kini nagpakita nga epektibo ang technique sa pagpaayo sa ilang reading skills. [From my experience using the shadowing technique, I noticed a significant improvement in the reading fluency of Grade 7 students. Their reading became clearer and faster compared to before. This shows that the technique is effective in improving their reading skills.] Teacher 2

Human sa pipila ka sessions, makita nako nga mas confident na ang mga estudyante sa pagbasa. Ang ilang errors sa pronunciation ug intonation mikunhod ug mas smooth na ang flow sa pagbasa. Kini usa ka klaro nga timailhan sa notable improvement sa ilang reading.

[After several sessions, I noticed that students became more confident in reading. Their pronunciation and intonation errors decreased, and their reading flow became smoother. This is a clear indication of notable improvement in their reading.] Teacher 3

Importance of patience

Teachers reflected on their experiences using the shadowing technique and emphasized the crucial role of patience in supporting students' learning. They observed that when teachers are patient, students feel more comfortable reading, even if they are slow, and can follow the model, practice correct pronunciation, and develop proper rhythm and intonation. Patience was seen as a key factor in effectively improving reading fluency among Grade 7 learners. The following statements from the participants illustrate these improvements:

Sa akong kasinatian sa paggamit sa shadowing technique, nakita nako nga ang pasensya sa teacher dako kaayo ug epekto sa learning process sa mga estudyante. Kung pasensyoso ang teacher, mas komportable ang mga estudyante sa pagbasa bisan hinay pa sila. Kini nakatabang sa pagpaayo sa reading fluency sa klase. [From my experience using the shadowing technique, I noticed that the teacher's patience greatly affects the students' learning process. When the teacher is patient, students feel more comfortable reading even if they are slow. This helped improve reading fluency in the class.] Teacher 1

Ang paghatag ug panahon sa matag estudyante aron masunod ang model ug matun-an ang sakto nga pronunciation nagkinahanglan ug pasensya. Kung ang teacher dili pasensyoso, dali ma-discourage ang estudyante. Ang pasensya usa ka importante nga aspeto sa kalampusan sa shadowing technique. [Giving each student time to follow the model



and learn correct pronunciation requires patience. If the teacher is not patient, students can easily become discouraged. Patience is an important aspect of the success of the shadowing technique.] Teacher 3

Enhance teaching skills

Teachers reflected that using the shadowing technique not only benefited students but also enhanced their own teaching skills. They noticed improvements in observing and correcting pronunciation, rhythm, and intonation, as well as in guiding students' participation and focus during reading activities. The technique also strengthened their monitoring, assessment, and instructional planning abilities, allowing for more creative, personalized, and effective teaching of reading fluency. The following statements from the participants illustrate these improvements:

Sa akong kasinatian sa paggamit sa shadowing technique, nakita nako nga nag-improve ang akong teaching skills, labi na sa pag-guide sa reading fluency sa mga estudyante. Mas klaro nako nga ma-observe ang errors sa pronunciation ug rhythm. Kini naghatag og mas epektibo nga pamaagi sa pagtudlo. [From my experience using the shadowing technique, I noticed that my teaching skills improved, especially in guiding students' reading fluency. I could observe errors in pronunciation and rhythm more clearly. This provided a more effective approach to teaching.] Teacher 9

Sa paggamit sa shadowing, mas nakat-on ko unsaon pag-encourage sa estudyante nga moapil ug motutok sa reading activity. Mas klaro nako nga ma-hold ang attention sa klase ug matabangan ang mga learners. Kini nagpalig-on sa akong overall teaching competence.

[Using shadowing, I learned how to encourage students to participate and focus on reading activities. I could clearly hold the class's attention and assist learners. This strengthened my overall teaching competence.] Teacher 12

Recommend shadowing for others

Teachers expressed that, based on their experience, the shadowing technique is highly recommended for other educators. They observed that students became more confident, active, and fluent in reading, with improvements in pronunciation, rhythm, and intonation. Teachers also noted that shadowing provides a structured and guided approach, making reading activities more engaging and effective. These reflections highlight their confidence that other teachers can benefit from incorporating shadowing into their own reading instruction. The following statements from the participants illustrate these improvements:

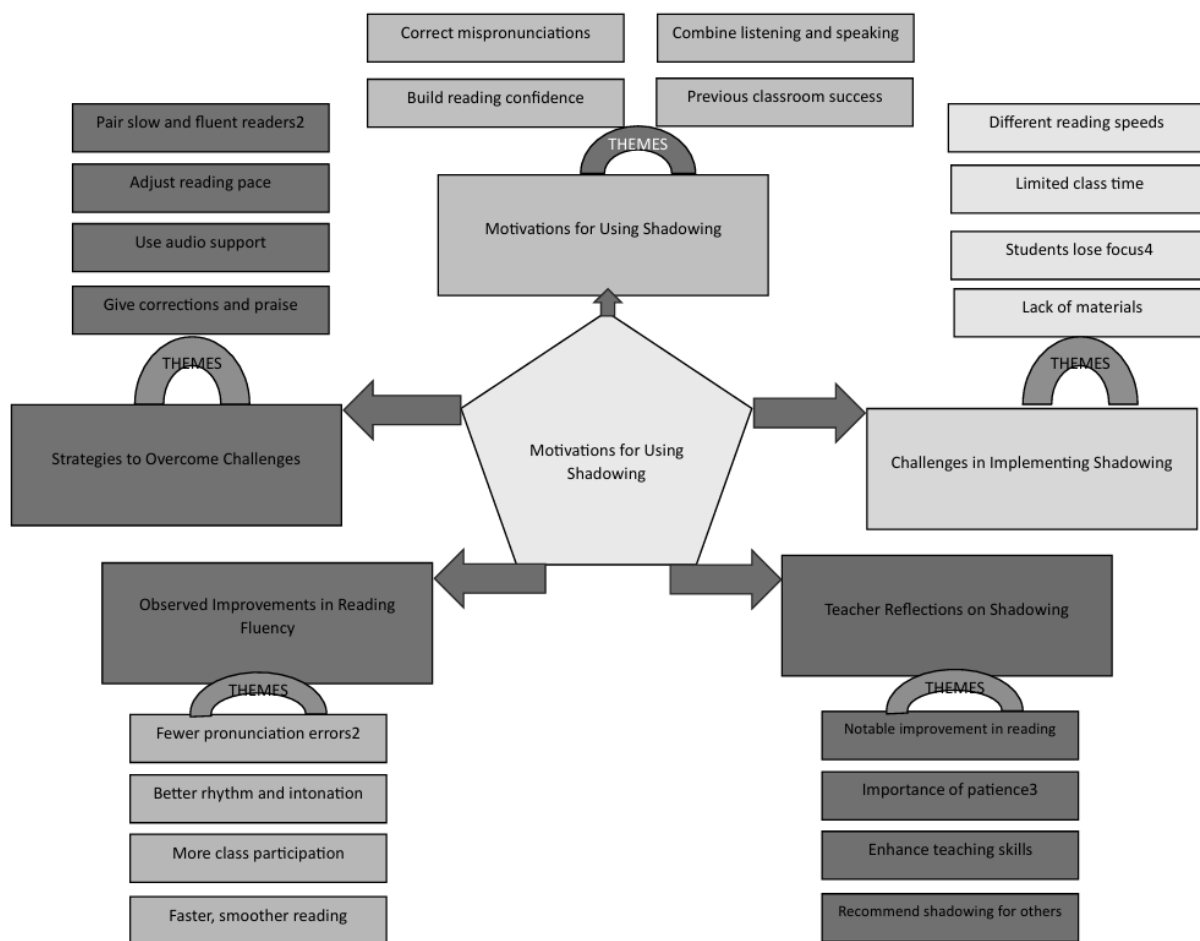
Sa akong kasinatian sa paggamit sa shadowing technique, makasulti ko nga maayo kaayo kini gamiton sa ubang teachers. Ang mga estudyante mas paspas ug mas hapsay na mobasa human sa paggamit niini. Tungod ani, confident ko nga ang uban nga teachers makabenepisyo usab sa paggamit sa shadowing. [From my experience using the shadowing technique, I can say that it is very effective for other teachers to use. Students read faster and smoother after using it. Because of this, I am confident that other teachers can also benefit from using shadowing.] Teacher 4

Human sa daghang sessions, nakita nako ang dako nga improvement sa reading fluency sa mga estudyante. Ang shadowing nagtabang sa ilang pronunciation, rhythm, ug intonation. Mao nga akong i-recommend kini sa uban nga English teachers nga gusto nga mapalambo ang reading fluency sa ilang klase. [After many sessions, I observed significant improvement in students' reading fluency. Shadowing helped with their pronunciation, rhythm, and intonation. That is why I recommend it to other English teachers who want to improve reading fluency in their class.] Teacher 8



Figure 5

Schematic diagram of the study's findings



Output of the Study

The findings formed the basis for a proposed Capacity Training Program on Shadowing for Grade 7 English teachers at Mactan National High School–JHS. The program addresses the reported differences in learner pacing, attention difficulties, limited instructional time, and material constraints through shared procedures for modeling, guided practice, scaffolding, feedback, and adaptation. Its theoretical bases are Automaticity Theory, Sociocultural Theory, the Input Hypothesis, and Experiential Learning Theory. The source aligns the proposal with the National Learning Recovery Program and the ARAL Program Act.

The proposed program comprises eight hours, delivered as one full day or two half-day sessions. Expected outputs include a standardized shadowing lesson guide, sample texts and an audio-resource bank, a teacher observation checklist, and individual action plans. The proposal includes pre- and post-training knowledge tests, classroom observation within one month, monthly departmental sharing, and learner-progress monitoring over one quarter. These are proposed activities and expected outputs; the thesis does not report completed training or evaluation results.



Table 7

Proposed Capacity Training Program on Shadowing

Component	Content & Activities	Time Allocation	Facilitator
Phase 1: Orientation & Foundations	Rationale, objectives, and overview of the technique; Theoretical bases: Automaticity, Sociocultural Theory, Input Hypothesis, and Experiential Learning; Review of alignment with NLRP and ARAL Program priorities	1 hour	Education Supervisor / Program Master Teacher
Phase 2: Implementation Procedures	Step-by-step implementation: (1) selecting appropriate texts, (2) modeling fluent reading, (3) leading shadowing practice, (4) providing scaffolding, (5) giving feedback; Demonstration of a model shadowing lesson	2 hours	Master Teacher / English Department Head
Phase 3: Addressing Challenges & Adaptation	Strategies for handling varied learner pacing, pronunciation difficulties, focus/attention issues, and limited materials; Differentiation: adjusting speed, text length, and support for struggling readers; Peer pairing and scaffolding approaches	2 hours	Master Teachers / SPED Coordinators
Phase 4: Material Development & Assessment	Creating or selecting level-appropriate texts and audio guides; Monitoring fluency: accuracy, speed, rhythm, and participation; Using simple observation checklists and reflection notes to track progress	2 hours	Master Teacher / Resource Person
Phase 5: Practice, Mentoring & Commitment	Guided practice: participants teach a sample segment and receive feedback; Peer-mentoring plan: master teachers support colleagues in actual application; Action planning: schedule, target groups, and sharing of best practices	1 hour	School Head & All Participants

Discussion

Second, the study implies that audio-supported, guided reading is essential in developing learners' fluency. Since students benefited from clear models, repeated listening, and structured pacing, schools should provide adequate audio resources, reading materials, and technology to support the implementation of shadowing. Providing access to recorded texts, speakers, and reading laboratories can further strengthen the effectiveness of this approach.

Third, the findings highlight the crucial role of teacher feedback, patience, and encouragement in successful shadowing implementation. Teachers who balanced correction with praise, showed patience, and created a supportive environment were able to improve students' confidence and participation. This implies that professional development programs should emphasize not only instructional techniques but also positive classroom interaction, scaffolding, and motivational strategies, especially when working with struggling readers.

Fourth, the study implies that the shadowing technique also contributes to teachers' professional growth. Teachers reported improved skills in observation, assessment, monitoring, creativity, and instructional planning. This suggests that using interactive and student-centered strategies like shadowing encourages teachers to become more reflective and responsive to learners' needs, thereby improving overall teaching competence.



Finally, the strong recommendation of teachers to use shadowing in other classrooms implies that the technique is practical, adaptable, and suitable for diverse learners. School administrators and curriculum planners may consider incorporating shadowing into school-wide reading programs or intervention plans to strengthen literacy development, especially at the junior high school level.

Conclusion and Recommendations

The 15 teachers' accounts described shadowing as helpful for pronunciation, rhythm, intonation, reading confidence, and classroom participation. Teachers addressed varied reading speeds, limited time, loss of focus, and insufficient materials by pairing learners, adjusting pace, providing audio support, and balancing correction with praise. Their reflections emphasized patience and growth in instructional skills. The findings support the proposed teacher-training program and further classroom use of shadowing as described by participants.

Based on the conclusion of the study, the researcher recommends that school heads and education supervisors initiate and oversee the implementation of a Capacity Training Program on the Shadowing Technique. This professional development intervention shall equip Grade 7 English teachers with a deeper understanding of the technique's theoretical foundations, step-by-step implementation procedures, and practical strategies suitable for varied classroom contexts. The training should likewise provide teachers with ready-to-use guidelines, scaffolding approaches, and evaluation tools that will allow them to apply shadowing consistently and confidently in reading classes and tutorial sessions. Additionally, curriculum specialists and resource developers are encouraged to produce supplementary reading materials and audio resources aligned with learners' proficiency levels, ensuring that the technique may be implemented smoothly and sustainably. In doing so, this recommendation supports the broader goals of the National Learning Recovery Program and the ARAL Program by strengthening the capacity of educators to deliver evidence-based instruction that fosters reading fluency and narrows literacy gaps among learners.

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