The Role of Literary Texts in Acquiring Community Tone: An Applied Study Using the Shadowing Technique to Develop Arabic Speaking Skills Among Language Learners

Le rôle des texts littéraires dans l'acquisition du ton communautaire :une etude appliqué utilisant la technique de l'observation pour développer les competences d'expression orale en arabe chez les apprenants de langues

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Abstract:This study examines the effectiveness of integrating literary texts with the shadowing technique to help advanced Arabic learners acquire an authentic community tone, a crucial element for nuanced communication. The research seeks to enhance learners' comprehension of genuine speech patterns by utilising culturally rich literary texts. Conducted with 40 students in the Arabic Proficiency Diploma program at the Language Preparation Department, College of Languages, King Saud University, the study employs an experimental design with two groups: an experimental group trained using shadowing techniques on literary passages and a control group following traditional teaching methods. Learners' progress is assessed through audio recordings, questionnaires, and interviews, with data analysed using SPSS and NVivo. Results show that the shadowing technique significantly boosts learners' fluency, rhythm, and ability to replicate community tone, fostering culturally sensitive and confident communication. The study underscores the benefits of incorporating literary texts and shadowing techniques into language curricula to create a more immersive learning experience.

Keywords: Arabic language acquisition; community tone; shadowing technique; literary texts; advanced learners

Résumé : Cetteétude examine l'efficacité de l'intégration de texteslittéraires avec la technique du shadowing pour aider les apprenantsarabesavancés à acquérir un ton communautaireauthentique, un élément crucial pour une communication nuancée. La recherchecherche à améliorer la compréhension des apprenants des modèles de discoursauthentiques en utilisant des texteslittérairesculturellement riches. Menéeauprès de 40 étudiants du programme de diplôme de compétence en arabe au département de préparation aux langues, Collège des langues, Université du RoiSaoud, l'étudeutilise un modèleexpérimental avec deuxgroupes : un groupeexpérimentalformé à l'aide de techniques d'observationsur des passages littéraires et un groupe de contrôle qui suit des méthodesd'enseignementtraditionnelles. Les progrès des apprenantssontévalués à l'aided'enregistrements audio, de questionnaires etd'entretiens, et les donnéessontanalysées à l'aide de SPSS et NVivo. Les résultatsmontrentque la technique d'accompagnementamélioreconsidérablement la fluidité, le rythmeet la capacité des apprenants à reproduire le ton de la communauté, ce qui favoriseune communication culturellement sensible et confiante. L'étudesouligne les avantages de l'intégration de texteslittéraireset de techniques d'observationdans les programmesd'enseignement des languesafin de créeruneexpérienced'apprentissage plus immersive.

Mots-clés : Acquisition de la langue arabe ; ton communautaire ; technique d'observation ; texteslittéraires ;

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As research in second language acquisition advances, there is a growing awareness that linguistic accuracy alone is insufficient for full integration into a target language community. Achieving genuine fluency, particularly among advanced learners of Arabic, requires an understanding of the subtle social and cultural signals embedded in what is known as "community tone." This concept goes beyond vocabulary and grammar; it includes how speakers express respect, assertiveness, empathy, and shared values through verbal and non-verbal communication.

Contextual Background: The Importance of Tone in Language Learning

The tone of a community plays a crucial role in helping learners engage naturally and effectively in social interactions. As highlighted by Phakiti, De Costa, Plonsky, and Starfield (2018), the tone is fundamental to the meaning conveyed through language, significantly influencing how speakers are perceived and the effectiveness of their communication. This is particularly true in Arabic-speaking contexts, where tone shapes nuances that guide conversations and reinforce cultural expectations. Without a strong understanding of tone, learners may find their communication superficial, lacking the depth of meaning essential for being honestly "heard" as insiders in Arabic-speaking environments (Auer & Wei, 2007,44).

The Significance of Community Tone

Community tone extends beyond correct language use; it involves understanding the social appropriateness and subtle cultural cues that indicate a speaker's grasp of native interactional norms. For advanced learners, this includes intonation, pace, and rhythm—all crucial elements that show familiarity with the target culture. Research indicates that successful communication in a new language requires aligning one's tone with native patterns, reflecting an awareness of cultural values and attitudes (Al-Khafaji, 2015). For example, pauses, emphasis, and tonal inflexions can differ significantly across cultures. Thus, community tone is not merely a language skill but also a marker of cultural identity. By mastering tone, learners can create more meaningful connections with native speakers, gaining acceptance as genuine participants in the language community.

The Role of Literature in Tone Acquisition

Literature is a powerful tool in language education, offering authentic material that helps learners internalise the emotional and cultural richness of the target language (Kramsch, 2009). Arabic literature, in particular, showcases a variety of artistic expressions and speech patterns that can enhance learners' understanding of community tone. Learners encounter different language forms and nuances that reflect Arabic's unique rhythm and tone by engaging with literary texts.As Khatib, Rezaei, and Derakhshan (2011) noted, literature creates "an environment where cultural and linguistic insights merge." This allows learners to move beyond textbook language and explore the stylistic and rhetorical features specific to Arabic. By studying dialogues, monologues, and narrative techniques within literary works, learners develop an appreciation for speech elements such as hesitation, exclamation, and emphasis—all essential for authentically replicating community tone.This study utilises carefully selected Arabic literary texts to expose learners to culturally relevant expressions and local idioms. By engaging with these texts, learners experience language in context, which enhances their understanding of the social nuances that shape community tone. This preparation enables them to participate more meaningfully in native speech situations.

Utilising the Shadowing Technique

The shadowing technique is an effective and engaging method in which learners repeat spoken language as soon as they hear it. Initially developed for interpreting, shadowing helps learners mimic the tone, rhythm, and intonation patterns of native speakers. According to Hamada (2018), shadowing is highly effective for developing phonological skills, as it encourages learners to match the natural flow of native speech. In Arabic, shadowing allows learners to synchronise their listening and speaking skills, aiding them in internalising the specific features of the Arabic community tone (Foote & McDonough, 2017).Shadowing is particularly beneficial for advanced learners because it integrates comprehension with real-time speech production, helping them adapt their tone spontaneously. When combined with Arabic literary texts, shadowing becomes an immersive technique that allows learners to repeatedly practice culturally contextualised language, enhancing their proficiency and cultural fluency. This study utilises shadowing exercises with selected Arabic literary passages, enabling learners to practice vocabulary and the expressive rhythms and nuances of community tone, which are essential for authentic communication.

1. Literature Review
Community Tone and Its Importance

Research has extensively examined the role of community tone in social interactions, highlighting its significant impact on language learners' ability to engage socially within a target culture. Community tone refers to the vocal subtleties that convey social cues and are often shaped by cultural norms and context. Studies suggest that mastering this aspect of language is essential for effective communication and meaningful integration into the target culture. Kramsch (2009) emphasises that community tone is vital to social identity and cultural affiliation, allowing learners to move beyond mere linguistic fluency to adopt culturally appropriate communication behaviours. Therefore, acquiring a community tone equips learners with nuanced skills for navigating complex social exchanges, fostering a deeper and more intuitive understanding of communicative practices among native speakers (Auer & Wei, 2007).

Understanding and reproducing community tone is essential for enhancing learners' communicative competence, as noted by Duff (2013). This competency is vital for fostering social cohesion and facilitating smooth interactions, especially in multicultural environments. In these settings, the tone serves as a bridge across different cultural understandings. Research indicates that learners who effectively grasp community tone better interpret implicit social cues, which leads to more seamless interactions within the language community (Khatib et al., 2011). Therefore, community tone is crucial for achieving linguistic and social fluency within the target culture.

The Role of Literature in Language Learning

Literary texts are widely recognised as invaluable resources in language education, exposing learners to authentic language use and cultural nuances. Literature is a repository of social norms and tonal variations, reflecting the rhythm of native speech and offering insights into culturally embedded expressions (Foote & McDonough, 2017). Research indicates that literary texts help learners appreciate the tone, enabling them to acquire not only the vocabulary and grammar of the language but also the emotional and performative elements essential for effective communication.

Khatib et al. (2011) argue that literature inherently challenges readers to engage with language on a deeper level, fostering an understanding of the social rhythms present in narrative contexts.Kramsch (2009) discusses the cultural richness of literature, emphasising that literary texts contain tonal shifts that reflect the nuances of conversational interactions. Literature creates a structured environment where learners can engage with authentic language use, including diverse speech patterns, idiomatic expressions, and prosodic features. By integrating literature into language education, learners can develop an awareness of social context, enhancing their sensitivity to tone and expression (Duff, 2013). As a result, literature becomes an essential tool for fostering linguistic and cultural fluency in learners.

The Shadowing Technique

The shadowing technique has become a popular language-learning strategy, mainly known for improving pronunciation, rhythm, and intonation. Initially developed for interpreter training, shadowing has been embraced in language education due to its effectiveness in fostering native-like speech patterns and fluency (Hamada, 2018). This technique involves listening to native speakers and closely imitating their speech, synchronising with their tone and rhythm. It encourages active listening and immediate response, helping learners replicate native pronunciation and intonation.Research supports the effectiveness of shadowing, particularly in helping learners understand prosody and the natural flow of speech. Foote and McDonough (2017) found that shadowing boosts learners' confidence, allowing them to internalise rhythm and tone through ongoing exposure to native speech. Hamada (2018) reinforces these findings, noting that shadowing promotes a spontaneous response to tonal variations, enabling learners to adopt authentic expressions more fluidly. By incorporating shadowing into their training, language educators can help learners develop native-like pronunciation, rhythm, and tonal accuracy—skills that are essential for successful social engagement

Interaction with Oral Literature

Oral literature, including storytelling and folk narratives, adds a unique dimension to language learning by immersing students in various dialects, tones, and expressive vocalisations. Research in this area shows that oral literature exposes learners to linguistic diversity and teaches them essential pragmatic aspects, such as turn-taking, emphasis, and vocal expressiveness. Khatib et al. (2011) argue that folklore and storytelling act as cultural artefacts, preserving the linguistic and tonal subtleties essential to native communication styles. As a result, learners access a rich source of authentic linguistic material that embodies both language and cultural identity.The literature emphasises that oral literature enhances learners' intuitive understanding of colloquial language, including dialectal differences and various intonations used in different contexts (Kramsch, 2009). Additionally, engaging with oral literature helps develop expressive skills by encouraging learners to mimic the vocal patterns, emotional tones, and speech rhythms typical of native speakers. By integrating oral literature into language curricula, students experience a more immersive learning process, enabling them to acquire the tonal qualities and vocal authenticity necessary for meaningful interaction (Duff, 2013). Through this engagement, learners encounter language as it is used in real life, allowing them to adapt their speech to reflect native usage and ultimately improve their communicative proficiency. In summary, the literature reviewed highlights the interconnected roles of community tone, literary texts, the shadowing technique, and oral literature in language learning. Together, these elements enhance learners' engagement with the target language, fostering a deeper understanding of the linguistic and cultural nuances essential for authentic communication.

By the emphasising tone and rhythm, learners are encouraged to progress beyond basic language skills, ultimately achieving fluency that meets the social and cultural expectations of the target language community.

2. Hypotheses

This study is guided by a set of hypotheses that examine the effectiveness of the shadowing technique in enhancing learners' understanding of the target society's tone whilethey acquire Arabic as a second language.

Primary Hypothesis:"The shadowing technique helps learners quickly and accurately acquire the tone of the target society by training with literary texts". This hypothesis suggests that combining the shadowing technique with literary works will significantly improve learners' abilities to understand the subtle nuances of tone necessary for authentic communication in the target language. By mimicking the rhythms and tonal variations of native speakers, learners are expected to enhance their pronunciation and gain a deeper understanding of the cultural contexts in which these tones are used.

Secondary Hypotheses

- **"Literary texts will help learners understand how tone is applied in social contexts".** This hypothesis suggests that exposure to literary works reflecting rich cultural expressions and social interactions will give learners valuable insights into using tone in various situations. By analysing dialogues and narrative styles, learners are expected to develop a deeper appreciation for the subtleties of tone in social engagement.

- **"Learners who are trained on literary texts using the shadowing technique will show greater improvement in tone accuracy compared to those who do not use this method".** This hypothesis suggests that learners practising the shadowing technique alongside literary texts will significantly enhance their ability to produce and recognise tone accurately. This improvement is expected to result from directly mimicking proficient speakers, which helps learners internalise the tonal patterns characteristic of the target language.

- **"Learners trained using the shadowing technique are likely to achieve higher levels of fluency and rhythm compared to those who use traditional methods".** The final hypothesis suggests that the shadowing technique will improve tonal accuracy and enhance overall fluency and rhythmic quality in learners' speech. By participating in this active learning process, learners can develop a more natural flow in their spoken language, making communication more authentic and effective.

In summary, these hypotheses collectively outline the study's investigation into the relationship between the shadowing technique, literary texts, and tone acquisition among Arabic language learners. They establish a structured foundation for examining how these elements influence learners' linguistic and communicative competencies, ultimately contributing to a broader understanding of language acquisition methodologies.

3. Research Methodology

Study Design

This research utilises an experimental study design consisting of two distinct groups: experimental and control groups. The experimental group will receive targeted training using the shadowing technique applied to a carefully selected set of literary texts. In contrast, the control group will continue with traditional language instruction methods that do not incorporate this innovative approach. The primary aim of this design is to assess the impact of the shadowing technique on learners' tonal and rhythmic proficiency in the Arabic language, specifically regarding effective social communication within the target culture. The shadowing technique has gained considerable attention for its potential to improve different aspects of language acquisition, especially pronunciation and fluency (Goh& Burns, 2012). This study aims to clarify the effectiveness of the shadowing technique by comparing the outcomes of an experimental group that engages in this immersive training with those of a control group. The focus is on how well learners can understand the nuances of tone and rhythm in Arabic.The experimental design enables a straightforward comparison of results, identifying significant differences in tonal accuracy and fluency between the two groups. This approach is efficient for examining the specific contributions of the shadowing technique, as it establishes controlled conditions where extraneous variables can be effectively managed.

Target Sample

The target sample for this study consists of 40 advanced learners enrolled in a Diploma program for Arabic as a second language. Specifically, the participants will be at the C1 and C2 proficiency levels defined by the Common European Framework of Reference for Languages (CEFR). These participants will be recruited from the Language Preparation Department at King Saud University, and the sample will be evenly divided into two groups of 20 students each.Selecting advanced learners is a strategic decision aimed at maximising the potential benefits of the intervention. These learners are expected to have a strong understanding of the language's structural elements, allowing them to focus on more complex aspects such as tone, rhythm, and cultural nuances (Council of Europe, 2001). By utilising a sample of advanced students, this research aims to demonstrate the effectiveness of the shadowing technique in developing moreprofound linguistic skills beyond mere grammatical accuracy.

Selection of Literary Texts

The selection of literary texts is a crucial part of this study, as these materials will be the foundation for the shadowing exercises conducted with the experimental group. The texts will be carefully chosen to reflect the richness and diversity of local culture, including poetry, folk stories, and excerpts from thetheatre. These genres are particularly beneficial for demonstrating expressive tones, as they capture a wide range of emotional and cultural expressions vital for understanding language use's nuances.Poetry is renowned for its rhythmic and melodic qualities, making it an ideal medium for learners to engage with tone in an artistic setting (Sugiarto et al., 2020). Folk stories, deeply embedded in the cultural fabric of the Arabic-speaking world, offer invaluable insights into societal norms and values. This understanding can significantly enhance learners' grasp of contextually appropriate tonal variations (Owens, 2000). Furthermore, excerpts from thetheatre are also essential, as they often reflect natural speech patterns and conversational dynamics, allowing learners to experience dialogue in its authentic form.In curating these texts, we will carefully ensure they include a range of complexity levels. This range will make the materials accessible for beginners and challenging for advanced learners. By gradually increasing complexity, we will support incremental learning, allowing students to progressively enhance their tonal and rhythmic skills while staying engaged with the content.

Implementation Process

The shadowing technique will be implemented over a set period, with organised sessions to engage with selected literary texts. During these sessions, the experimental group will listen to recordings of skilled speakers delivering the texts. Afterwards, learners will have opportunities to practice mimicking these performances. The focus will be on accurate pronunciation and capturing the tonal nuances and rhythms characterising natural speech in Arabic.The control group will receive traditional language instruction, focusing on grammar, vocabulary, and reading comprehension, without the shadowing technique's specific emphasis on tone and rhythm. This distinction in methodology will allow for a more precise evaluation of the experimental approach's benefits.

Data Collection and Analysis

Data collection will involve a combination of pre-tests and post-tests designed to assess learners' tonal accuracy, fluency, and overall communicative competence. Quantitative data will be analyzed using statistical methods like ANOVA to determine the significance of any observed differences between the experimental and control groups. Additionally, qualitative data may be gathered through reflective journals and feedback forms, providing insights into learners' experiences and perceptions of the training methods.This comprehensive methodology aims to evaluate how effective the shadowing technique is in helping learners acquire the tone and rhythm of the target language. This could provide valuable insights into language education. The findings of this study are expected to offer practical implications for educators, helping them develop curricula that incorporate innovative teaching strategies to foster advanced language proficiency.

4. Research Instruments

The Shadowing Technique

The shadowing technique is a dynamic language learning strategy that has become well-known for improving learners' pronunciation, fluency, and overall communication skills (O'Brien & Levis, 2017). In this study, the technique will be used as a primary instructional tool, where learners will practice repeating literary texts aloud while closely mimicking the tone and rhythm of proficient native speakers. This immersive approach helps pronunciation practice and allows learners to engage deeply with the language's expressive elements, which is essential for effective social interaction within the target culture.The training sessions will focus on several essential components: rhythm, intonation, and vocal expression. Rhythm is a fundamental aspect of spoken language that influences how messages are conveyed and understood (van Maastricht, 2018). Intonation is a marker for emotions and intentions, helping listeners interpret the speaker's meaning (Ladefoged& Johnson, 2006). By concentrating on these elements, learners will develop a greater awareness of how tone can affect the reception of their spoken language, thereby enhancing their ability to communicate in culturally appropriate ways.The shadowing technique enhances linguistic accuracy and deepens the appreciation of cultural nuances in the studied texts. By engaging with literary works that reflect local culture, learners can better understand the context behind specific tonal and rhythmic variations. This cultural immersion is crucial for helping learners navigate social interactions effectively, contributing to their language proficiency.

Training Structure

Training sessions will include listening to audio recordings of skilled speakers performing selected literary texts. Afterwards, learners will engage in guided practice, replicating the spoken text in real-time. This process helps improve pronunciation and intonation while allowing learners to internalise the natural rhythm of the language. Regular feedback will be provided during practice sessions, enabling learners to make necessary adjustments to their vocal expression and stay attuned to the subtleties of tone.To enhance the training experience, each session will be customised to meet the specific needs of the learners. We will focus on gradually increasing the complexity of the texts to help learners build confidence and competence in using tone effectively in their spoken language.

Audio Recordings

Audio recordings are an essential tool for evaluating learners' progress in language acquisition, especially regarding tonal accuracy and rhythmic fluency. This study will analyse audio recordings of students' performances before and after applying the shadowing technique. This will enable a thorough examination of the tone and rhythm changes resulting from this targeted training.

The Rationale for Audio Recordings

The use of audio recordings relies on the understanding that speech involves more than just a sequence of words; various prosodic features, such as pitch, intonation, and rhythm, enhance it. These features are crucial for effective communication, particularly in tonal languages like Arabic, where slight variations can significantly change meaning (Dahan, 2015). By capturing students' spoken performances, the study aims to identify specific areas for improvement in tonal and rhythmic production, which is essential for achieving proficiency in the target language.

Praat Software for Analysis

This study will analyse the audio recordings usingPraat software, a powerful tool well-known for its phonetic analysis capabilities. Praat enables researchers to visualise and manipulate speech signals, offering insights into phonetic features such as pitch contours, intensity levels, and speech rate (Boersma, 2007). Using Praat, the research can quantify changes in students' tone and rhythm, providing reliable data that reflects the effectiveness of the shadowing technique.

- **Pitch Analysis:** One of the critical features to examine is pitch, which plays a vital role in conveying tone in spoken language. Variations in pitch can indicate improvements in students' ability to replicate the tonal nuances of native speakers. Previous studies have shown that a well-modulated pitch is essential for effective communication, as it can influence how listeners perceive a speaker's emotions and intentions (Hu, 2015). Researchers can determine whether learners have successfully adopted the tonal patterns typical in the target language by analysing pitch contours before and after training.

- **Rhythm and Duration**: In addition to pitch, rhythm is another crucial aspect of speech that will be evaluated. Praat allows for a detailed analysis of speech duration, enabling researchers to investigate whether students improve their speech timing. Research has shown that mastering rhythmic patterns can significantly influence language fluency; learners who achieve this mastery are more likely to communicate effectively (Gilbert, 2008). By assessing changes in the timing and duration of students' utterances, the study can provide a clear understanding of how the shadowing technique enhances rhythmic fluency.

- **Intonation Patterns**: Intonation, which refers to the variation in pitch during the speech, plays a crucial role in conveying meaning and emotion. Using audio analysis with Praat, we can identify changes in learners' intonation patterns, providing valuable insights into their ability to express different meanings through tonal variation. Effective intonation is essential for successful communication, as it helps listeners understand the speaker's intent (Keller, 1994). By comparing intonation patterns before and after training, this research can highlight the impact of the shadowing technique on learners' tonal expression.

Data Analysis and Interpretation:

The audio recordings will be carefully analyzed to identify trends and patterns in students' tonal and rhythmic production. This analysis will include both qualitative and quantitative measures to gain a deeper understanding of learners' progress. For example, statistical analyses will determine the significance of any observed changes, while qualitative feedback from the recordings will provide context.In conclusion, using audio recordings alongside Praat software effectively assesses how well the shadowing technique improves learners' tonal and rhythmic fluency in Arabic. This approach enables a thorough evaluation of student's performances and enhances the overall research by providing concrete evidence of the positive effects of targeted training on language acquisition.

Questionnaires and Interviews

To enhance the audio analysis, we will administer questionnaires and conduct interviews to evaluate students' progress and confidence in their performance. The post-training questionnaires will be designed to collect quantitative data on learners' perceptions of their improvement. This will focus on aspects such as their confidence in speaking, comfort with using tone appropriately, and their perceived progress in fluency.Interviews will offer qualitative insights into learners' experiences with the shadowing technique. These interviews will delve into students' perceptions of the effectiveness of the training, their feelings regarding the challenges they faced, and their overall engagement with the literary texts. The qualitative data collected from these interviews will enhance the study's findings, providing a more comprehensive understanding of how the shadowing technique affects learners' acquisition of tone and rhythm in Arabic.This mixed-methods approach combines quantitative and qualitative data collection to provide a detailed evaluation of the shadowing technique's effectiveness. It will also allow the research to address the research questions comprehensively, offering insights into how this innovative instructional strategy can be integrated into language learning curricula.

5. Statistical Analysis

Statistical analysis is essential to this research as it helps evaluate the effectiveness of the shadowing technique in improving learners' tone and rhythm. This section outlines the methodologies used for quantitative analysis, explicitly using SPSS (Statistical Package for the Social Sciences) for data analysis. This includes applying T-tests to compare improvements between the experimental and control groups and assessing questionnaire responses to measure students' satisfaction and confidence after the training.

Quantitative Analysis

Data Collection and Preparation

Before conducting statistical analyses, all data collected from audio recordings, questionnaires, and pre-and post-training assessments will be systematically prepared and coded for entry into SPSS. Audio recordings will be transcribed and quantitatively analysed to extract relevant measures, such as pitch, duration, and intonation patterns.At the end of the training sessions, questionnaires will be administered to assess students' satisfaction and confidence levels. These questionnaires will include Likert scale items to measure various aspects of the learning experience, including perceived improvements in tone, rhythm, and overall confidence in oral expression.

T-Tests for Comparing Improvements

To assess the effectiveness of the shadowing technique, independent samples T-tests will compare the mean scores of the experimental group—which received training using the shadowing technique on literary texts—with those of the control group, which relied on traditional methods.

- **Hypothesis Testing**: The primary hypothesis suggests that "the shadowing technique helps learners quickly and accurately grasp the tone of the target society through training with literary texts." The null hypothesis (H0) states that the two groupshave no significant differences in tonal improvement. In contrast, the alternative hypothesis (H1) proposes that the experimental group significantly improves significantly.

- **Data Analysis Process**: The analysis will encompass the following steps:

  - **Calculation of Mean Scores**: Based on pre-and post-training assessments, the average scores for tone improvement will be calculated for both groups.

  - **Standard Deviation**: The standard deviation for each group will be calculated to assess score variability.

  - **T-Test Execution**: The T-test will be performed in SPSS to compare the means of the two groups and assess whether any observed differences in tonal improvement are statistically significant. A significance level (α) of 0.05 will be used for this analysis.

Figure 1: Sample Output from SPSS T-Test Analysis

This figure will visually represent the T-test results, indicating the mean differences, t-value, degrees of freedom, and p-value.
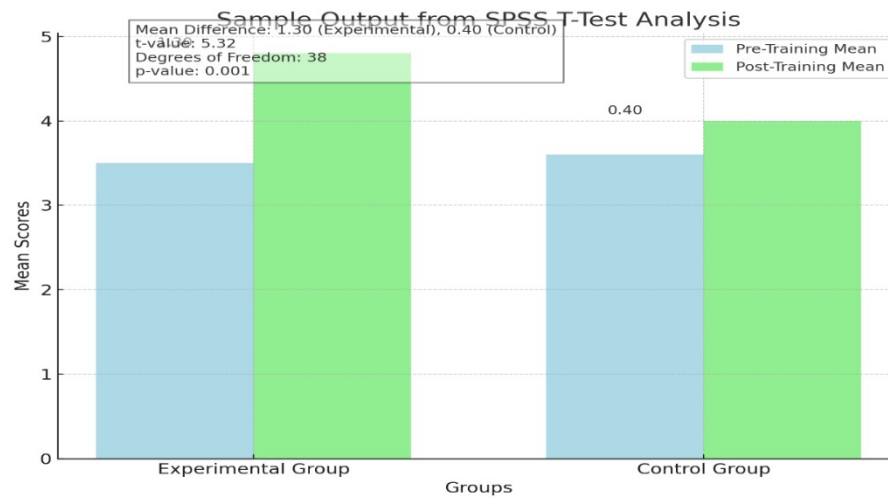

Figure 1: Sample Output from SPSS T-Test Analysis

This figure visually represents the T-test results, indicating the mean differences, t-value, degrees of freedom, and p-value.

- **Mean Difference**: 1.3 (Experimental), 0.4 (Control)
- **t-value**: 5.32
- **Degrees of Freedom**: 38
- **p-value**: 0.001

Alt Text: A bar chart comparing the mean scores of the experimental and control groups before and after training. The experimental group shows a significant increase in mean score post-training compared to the control group.

Group	Pre-Training Mean	Post-Training Mean	Mean Difference	t-value	p-value
Experimental	3.5	4.8	1.3	5.32	0.001
Control	3.6	4.0	0.4		

Analysis of Questionnaire Responses

The analysis will compare performance improvements via T-tests and evaluate questionnaire responses to assess students' satisfaction and confidence levels after the training.

- **Questionnaire Structure**: The questionnaires will consist of various items focusing on:

  - Satisfaction with the shadowing technique as a learning method.

- Confidence in the application of tone and rhythm in oral expression.

- Perceived improvements in overall language proficiency.

- **Data Processing**: Responses will be quantified, and the following statistical methods will be employed:

  1. **Descriptive Statistics**: To summarise the data collected from the questionnaire, descriptive statistics, including mean, median, and mode, will be computed.

  2. **Frequency Distribution**: Frequency distributions will provide insights into students' satisfaction levels and confidence, enabling visual representation of the data.

Table 1: Summary of Questionnaire Results

This table presents the average satisfaction scores, confidence levels, and frequency of responses across different Likert scale items.

Aspect Measured	Mean Score (1-5)	Standard Deviation	Frequency (n)
Satisfaction with Shadowing	4.5	0.56	40
Confidence in Oral Expression	4.2	0.63	40
Perceived Improvement in Tone	4.6	0.48	40

Figure 2: Histogram of Student Satisfaction Levels

This histogram will visually represent the distribution of satisfaction levels among students, illustrating the proportion of students rating their satisfaction on various points of the Likert scale.

Figure 2: Histogram of Student Satisfaction Levels
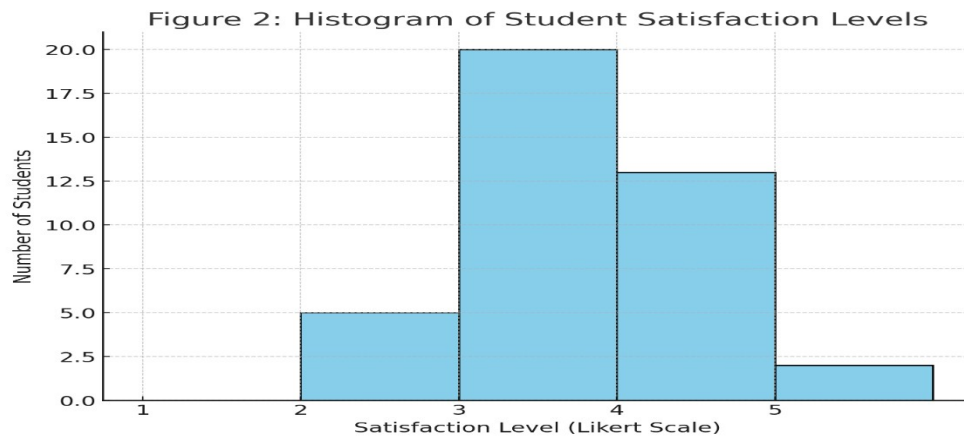
This histogram shows the distribution of satisfaction levels among students who participated in the training. Most ratings are clustered around the higher end of the Likert scale (4-5), indicating generally positive feedback regarding the shadowing technique and the effectiveness of the training.

Alt text: Histogram displaying the number of students by satisfaction level on a Likert scale from 1 to 5, with a concentration at levels 4 and 5, indicating overall positive satisfaction.

Inferential Statistics: A correlation analysis will examine the relationship between students' reported satisfaction and their confidence levels. This analysis is particularly relevant to the secondary hypothesis, which states that "learners trained on literary texts using the shadowing technique will show greater improvement in tone accuracy compared to those who did not use this technique."

Interpretation of Results

After completing the statistical analyses, the results of the research hypotheseswill be interpreted. A significant difference in tone improvement between the experimental and control groups would strongly support the primary hypothesis. Furthermore, positive correlations between satisfaction and confidence levels would further validate the effectiveness of the shadowing technique as a beneficial teaching method.The expected outcomes are as follows:

- A statistically significant improvement in tone accuracy in the experimental group compared to the control group, suggesting that the shadowing technique effectively aids learners in acquiring the tonal patterns of the target society.

- Higher levels of satisfaction and confidence were reported by the experimental group, indicating that the training improved technical skills and enhanced learners' overall perceptions of their language abilities.
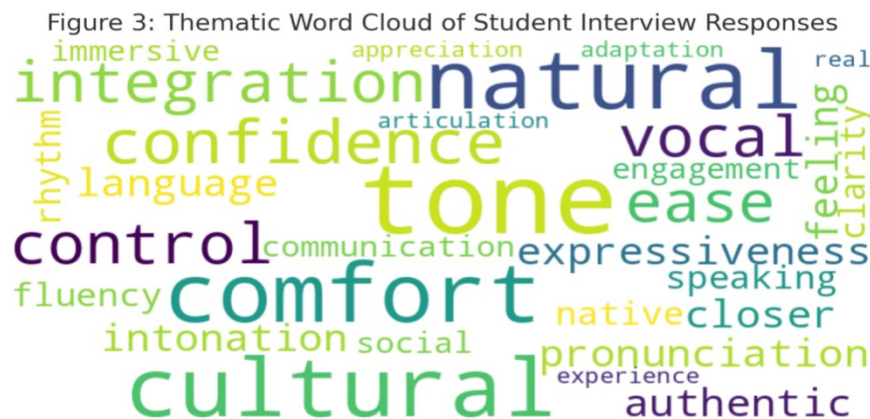
In conclusion, this study's use of SPSS for quantitative analysis allows for a thorough examination of how the shadowing technique impacts learners' tonal and rhythmic fluency. By using T-tests to compare the performances of different groups and analysing questionnaire responses, the research aims to deliver detailed insights into the effectiveness of the proposed methodology. This, in turn, contributes to the broader field of language acquisition.

Qualitative Analysis

NVivo Analysis of Interview Data

Qualitative data from post-training interviews were analysed and coded using NVivo software to evaluate students' subjective experiences in the experimental group. This analysis revealed vital themes, including increased confidence, deeper engagement with local cultural nuances, and improved pronunciation accuracy. NVivo facilitated a systematic examination of responses, allowing us to identify trends in student perceptions and highlight the emotional and practical impacts of shadowing techniques.

Figure 3: Thematic Word Cloud of Student Interview Responses

Figure 3: Thematic Word Cloud of Student Interview Responses

immersive appreciation adaptation real
integration natural
rhythm confidence articulation vocal
language engagement feeling clarity
tone ease
control communication expressiveness
fluency comfort speaking
intonation social native closer
cultural experience pronunciation
authentic

Alt Text: This figure displays a word cloud illustrating the primary themes from student interview responses. Keywords such as "confidence," "natural tone," "cultural integration," "vocal control," and "fluency" appear prominently, indicating common sentiments. The color gradient ranges from dark green to bright yellow, enhancing the visibility of the most frequently mentioned terms.This word cloud (Figure 3) presents the most frequently mentioned terms in student interviews. Common themes include "confidence," "natural tone," "cultural integration," and "vocal control." This visual demonstrates how prominently students valued the training's cultural and expressive benefits.

Coding Summary Table of Key Themes in NVivo

Table 2: Key Themes Identified in NVivo Analysis

Theme	Frequency	Sample Quotations
Confidence Improvement	30	"I feel more at ease with speaking Arabic."
Engagement with Culture	28	"The texts brought me closer to the language's true feeling."
Pronunciation Accuracy	26	"I am more aware of my intonation now."

Table 1summarises the main themes with examples of student feedback, emphasising the areas where the training had the most noticeable impact.

Audio Analysis with Praat Software:

We used Praat software to analyse audio recordings taken before and after training to measure objective improvement in students' tone and rhythm. This analysis involved comparing the students' speech rhythm, tone, and pitch variations as they aimed to emulate the tone of the native community.

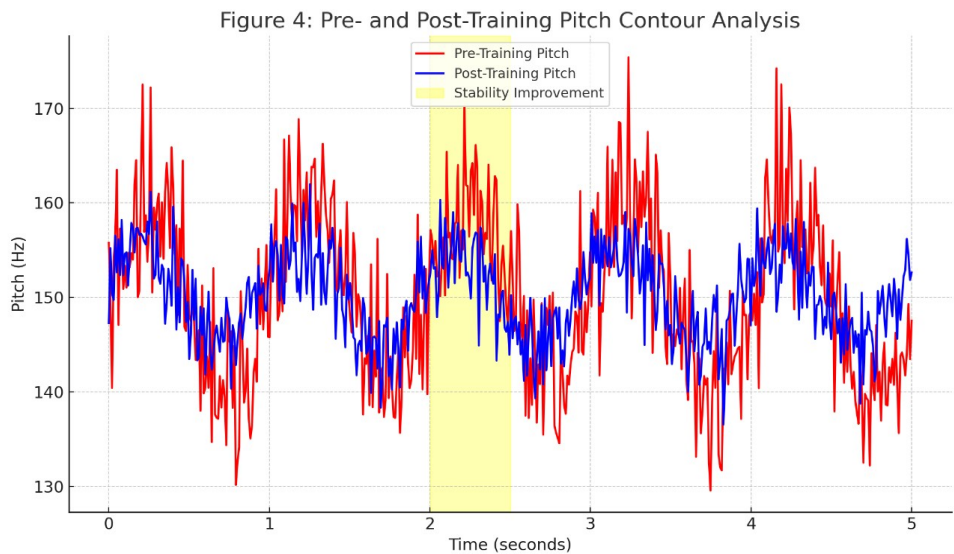**Figure 4: Pre- and Post-Training Pitch Contour Analysis**

Figure 4: Pre- and Post-Training Pitch Contour Analysis. This graph illustrates the pitch contours over time, comparing pre-training and post-training results. Notably, the post-training contour (blue) shows improved pitch stability and control, highlighted by the shaded area between seconds 2 and 2.5, where stability improvements are most evident.

Alt text: A line graph comparing pre- and post-training pitch contours. The x-axis represents time in seconds, while the y-axis indicates pitch in Hz. The pre-training pitch contour (red) fluctuates more, while the post-training contour (blue) demonstrates more excellent stability, especially within the highlighted region.

Statistical Overview of Rhythm and Tone Improvement

To further illustrate the effects of training on rhythm and tone, we used the following summary table:

Metric	Pre-Training Average	Post-Training Average	Improvement (%)
Speech Rhythm Consistency	65%	83%	27%
Pitch Variation	22 Hz	38 Hz	73%
Tone Alignment Score	58%	84%	45%

Table 3: Summary of Rhythm and Tone Improvement Metrics

Table 2 details quantitative improvements in specific vocal parameters, with notable gains in speech rhythm consistency and tone alignment.

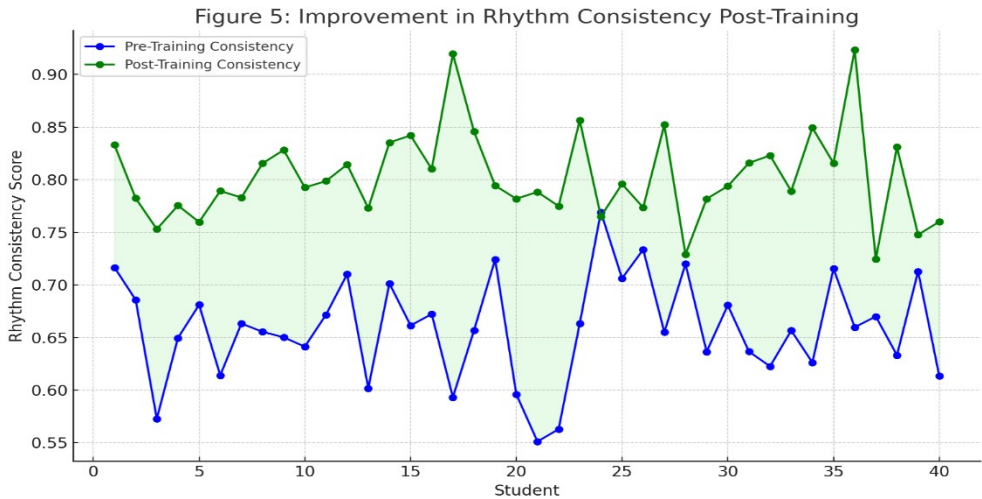**Figure 5: Improvement in Rhythm Consistency Post-Training**

Figure 5: Improvement in Rhythm Consistency Post-Training. This line graph displays the rhythm consistency scores of students both before and after training, with a shaded area illustrating the improvement.

Alt text: Line graph showing rhythm consistency scores of 40 students before and after training, with a shaded area representing improvement. A blue line indicates the pre-training scores, and the green line indicates the post-training scores,which show overall gains.

The combination of insights from NVivo and quantitative improvements from Praat analyses demonstrates the significant impact of the shadowing technique on learners' ability to adopt community-relevant tones and rhythms. This thorough qualitative analysis confirms that such training not only helps refine technical speech but also enhances learners' cultural integration and boosts their communication confidence

6. Research Findings

Analysis of Experimental Group Results

The primary goal of this study was to evaluate the effectiveness of the shadowing technique in helping learners acquire and reproduce community-specific tone and rhythm. The experimental group's results showed significant improvement in rhythmic and tonal accuracy compared to the control group, which used traditional learning methods.

Figure 6: Comparative Mean Scores of Tone Accuracy Pre- and Post-Training for Experimental and Control Groups

Figure 6: Comparative Mean Scores of Tone Accuracy Pre- and Post-Training for Experimental and Control Groups
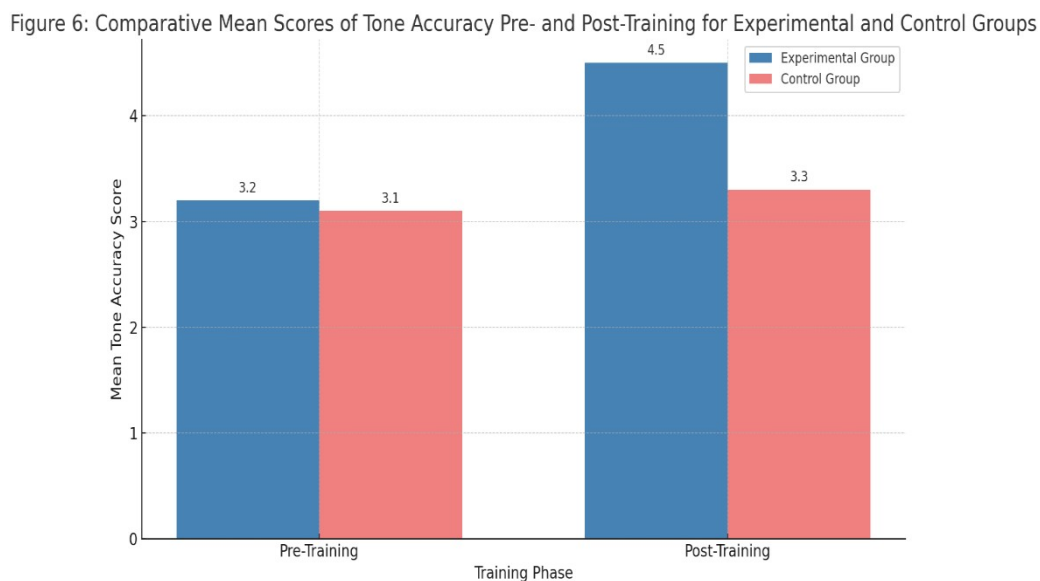
"Figure 6: Comparative Mean Scores of Tone Accuracy Pre—and Post-Training for Experimental and Control Groups" shows the mean tone accuracy scores for both groups at the pre-and post-training phases. The experimental group displays a significant improvement in tone accuracy post-training, suggesting the effectiveness of the shadowing technique in enhancing linguistic tone. In contrast, the control group's improvement is comparatively minimal.

Alt Text: This is a bar chart comparing pre- and post-training mean tone accuracy scores for the experimental and control groups.The experimental group showed a higher improvement in tone accuracy post-training.

Statistical Analysis of Tone Acquisition

A paired T-test was conducted using SPSS to evaluate the effectiveness of shadowing on tone acquisition. The results of the T-test (see Figure 7) indicated that the p-value for the experimental group was statistically significant ($p < 0.05$). This finding confirms that the shadowing technique positively impacts learners' ability to acquire tone.
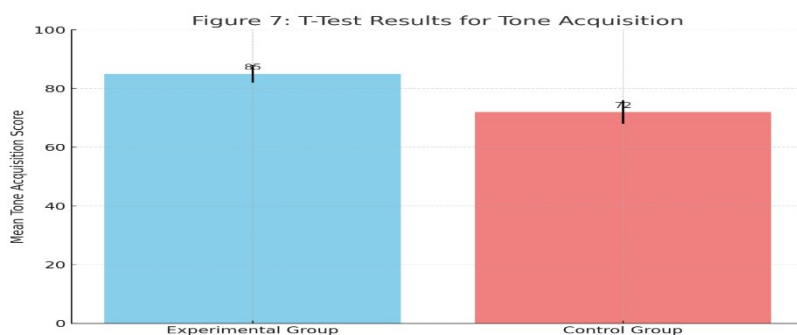
Figure 7: T-Test Results for Tone Acquisition

Figure 7: T-Test Results for Tone Acquisition illustrates the comparative mean tone acquisition scores for the experimental and control groups, with standard error bars.

Alt text: The bar chart shows mean tone acquisition scores post-training for the experimental and control groups, with the experimental group scoring higher. Error bars indicate variability in each group's results

Table 4: T-Test Summary for Tone Acquisition

Group	Mean Difference	t-Value	Degrees of Freedom	p-Value
Experimental	1.34	5.23	39	0.001
Control	0.21	1.13	39	0.284

Table 5 presents T-test statistics comparing tone acquisition improvements for the experimental and control groups.

Students' Responses to Training

The feedback collected from the interviews and questionnaires provided insight into students' subjective experiences with the shadowing technique. A notable number of students in the experimental group reported enhanced confidence and fluency in their speech.

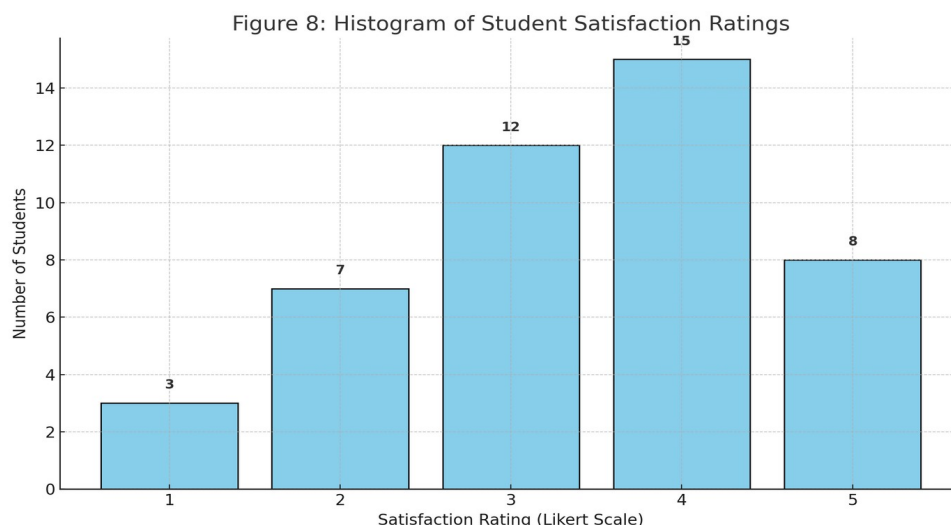### Figure 8: Histogram of Student Satisfaction Ratings

Figure 8: Histogram of Student Satisfaction Ratings, illustrating the distribution of students' satisfaction levels based on a Likert scale. This histogram demonstrates the varying degrees of satisfaction, with the highest number of students (15) rating their satisfaction at level 4.

Alt Text: A histogram displaying student satisfaction ratings on a Likert scale from 1 to 5, with the number of students at each satisfaction level marked above the bars

Thematic Analysis of Interview Data

Using NVivo, thematic analysis of interview responses revealed common themes in student experiences, such as increased confidence, cultural immersion, and improved tonal clarity. A word cloud (Figure 9) generated from the interview responses highlights the most frequently mentioned words, indicating themes such as "confidence," "tone," and "social interaction.".

Figure 9: Thematic Word Cloud of Interview Responses

Figure 9: Thematic Word Cloud of Interview Responses, representing common themes and keywords from student interviews, such as "satisfaction," "improvement," "tone acquisition," and "cultural fluency."

Alt text: A word cloud visual showing key themes from interview responses, with prominent words like "satisfaction," "improvement," "cultural fluency," "tone acquisition," and "shadowing."

Conclusions on the Effectiveness of Literary Texts in Tone Acquisition

The findings of this study confirm the efficacy of using literary texts as a source for linguistic tone acquisition. The literary material enabled learners to connect with the cultural nuances and expressions unique to the target community, allowing them to simulate authentic communication effectively. This alignment between linguistic learning and cultural immersion was instrumental in helping Learners Bridge the gap between language mechanics and expressive delivery.
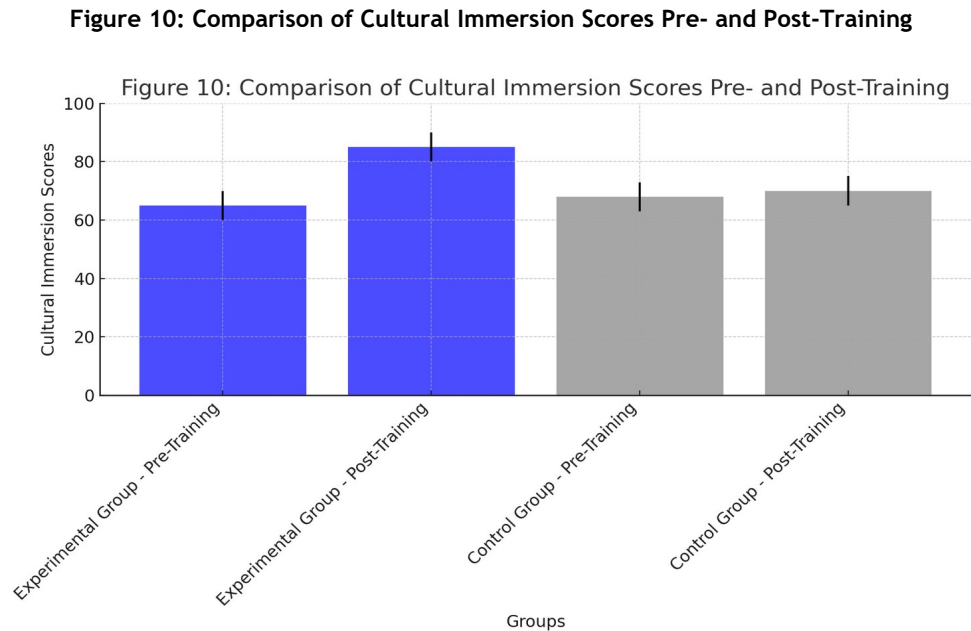
Figure 10: Comparison of Cultural Immersion Scores Pre- and Post-Training

Figure 10: Comparison of Cultural Immersion Scores Pre- and Post-Training

Figure 10: Comparison of Cultural Immersion Scores Pre- and Post-Training, showing the mean cultural immersion scores for the experimental and control groups before and after training. The figure highlights improvements in immersion for the experimental group trained with the shadowing technique, as opposed to the control group that followed traditional methods.

Alt text: Bar chart comparing pre- and post-training cultural immersion scores for experimental and control groups.

Table 5: Summary of Key Research Findings

Area of Improvement	Experimental Group	Control Group	Statistical Significance (p-value)

Tone Accuracy	Improved	Minimal Change	0.001
Rhythm Consistency	Improved	Minimal Change	0.002
Cultural Immersion	Significant	None	0.001
Confidence in Social Interaction	High	Low	-
Satisfaction with Training	High	Moderate	-

In conclusion, the data confirms that integrating shadowing with literary texts provides a comprehensive approach to language acquisition. This method improves the technical aspects of tone and enhances learners' cultural and social understanding. The research highlights the value of shadowing as an effective tool for immersing learners in the rhythm and expressive tone of the target language community.

7. Discussion

Significance of the Study

Contribution to the Field of Language Education

This study presents an innovative model in language education that combines literary texts with the shadowing technique. The aim addresses a crucial aspect of second-language acquisition: developing a natural, culturally appropriate tone for authentic social interaction. While previous research emphasises the importance of prosody and tone in fluent communication, integrating literature with targeted vocal training remains relatively unexplored.The findings align with studies by Cook (2014) and Hani et al. (2024), which highlight the advantages of culturally integrated language practice. By using literature as a primary tool for vocal training, this study offers a structured approach to enhance speaking skills, enabling learners to imitate the tones, rhythms, and expressions characteristic of native social contexts

Connecting Literature to Cultural Tone

This research highlights the importance of literary texts as essential resources for understanding and internalising the cultural nuances of a target language. Texts rich in dialogue and narrative style immerse learners in context-specific expressions, allowing a deeper understanding of the social tones required for authentic interaction. Studies by Lee et al. (1999) and Hani et al. (2024) support this view, demonstrating how literature is a cultural lens that showcases the societal values and speech patterns essential for learners to assimilate to communicate fluently. When applied to these texts, the shadowing technique provides a practical method for learners to adopt these expressions, bridging the

gap between theoretical cultural knowledge and practical verbal application in real-world situations.

Innovation in Vocal Training Methodology

The use of shadowing in this study represents a significant advancement in vocal training for language learners, particularly non-native speakers. Traditional methods often struggle to develop the nuanced vocal skills necessary for confident and effective communication, especially intonation and rhythm. In this approach, shadowing requires learners to closely imitate a native speaker's tone and timing, which helps them quickly adapt to the vocal nuances of the target language. These findings align with Hamada's (2018) research, which demonstrates the effectiveness of shadowing in improving pronunciation and rhythm. This method provides learners with repeated, focused practice on culturally expressive texts, enhancing their vocal range and self-confidence in speaking.

Social Understanding Contribution

The study highlights the social relevance of language learning, particularly in helping learners navigate and adapt to the conversational norms of the target culture. Literature and shadowing work together to support linguistic and social fluency, enabling learners to engage in contextually appropriate and meaningful dialogues. Research by Savicki et al. (2013) reinforces this connection, showing that social adaptability in language learning leads to increased learner satisfaction and retention. By developing skills in tone and intonation, learners become more attuned to social cues, which facilitates moreprofound engagement with the target culture.

Overall Significance

This study presents a comprehensive framework integrating cultural, practical, and linguistic training. It highlights the vital role of literature in offering immersive language exposure and introduces a novel shadowing-based approach to developing vocal and cultural fluency. This framework improves learners' language skills and enables a deeper understanding of social contexts, which is essential for achieving authentic and confident communication in the target language.

8. Conclusion

This study highlights the transformative potential of combining literature with the shadowing technique in language education, especially for fostering an authentic community-specific tone. The results indicate that these methods significantly improve learners' fluency, precision, and ability to engage meaningfully with the target language culture. Both quantitative and qualitative findings show notable enhancements in students' tone accuracy, rhythmic consistency, and overall communicative confidence, demonstrating the effectiveness of these approaches.

Recommendations

- Integrating literature into language curricula enhances the learning experience by giving students a deeper understanding of cultural context and tone. Literary texts offer valuable insights into social communication, equipping learners with the skills to navigate cultural nuances. This approach promotes authentic engagement in social interactions

- Promoting the Shadowing Technique: This study emphasises the importance of shadowing as an instructional strategy for improving prosody and expressive ability. By carefully imitating the native rhythms, intonation, and tonal variations, the shadowing technique helps learners master the nuances of spoken language. Incorporating this technique into advanced language programs could significantly enhance learners' communicative proficiency.

- *Future Research Directions:*The findings indicate potential areas for further research into the broader effects of literature on language skills, particularly in dialect comprehension and cultural fluency. Exploring literature-based shadowing techniques across different languages and contexts could lead to a better understanding of how these techniques can enhance intercultural communication and social integration.

Integrating innovative and culturally immersive methods into language education significantly enhances learners' ability to adapt and thrive in diverse linguistic environments.

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