

**An-Najah National University
Faculty of Graduate Studies**

**The Effectiveness of Shadowing Technique
on Improving 5th Grade Students' Listening
Comprehension at Nablus Directorate**

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**This Thesis is Submitted in Partial Fulfilments of the
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This thesis was defended successfully on 20/09/2021 and approved by:

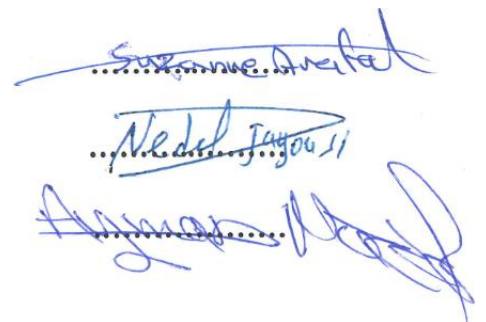
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Dedication

I dedicate my study to my loving and caring family, my parents who supported me on every step of my life, my dear brothers and sisters who were always by my side and devoted most of their times to make this experience successful and fruitful.

To our friends, those with whom we had the most enjoyable moments in our life. To those who affectionately prayed for us and give us support whenever we get down.

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الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

**فعالية استخدام تقنية الظلال في تحسين مهارة الفهم
الاستماعي لدى طلاب الصف الخامس في محافظة نابلس**

**The Effectiveness of Shadowing Technique
on Improving 5th Grade Students' Listening
Comprehension at Nablus Directorate**

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Declaration

The undersigned hereby certifies that the work provided in this thesis
unless otherwise referenced, is the researcher's own work, and has not
been submitted elsewhere for any other degree or qualification.

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**The Effectiveness of Shadowing Technique on Improving 5th Grade
Students' Listening Comprehension at Nablus Directorate**

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Abstract

The aim of this research was to investigate the effectiveness of using shadowing technique on improving fifth graders' listening comprehension at Nablus directorate. The need to work on this part of language stemmed from the researcher's observation of the obstacles and difficulties that learners confront when they have listening exercises.

The design of this study is a quasi-experimental design. The population of the study is the 5th Grade students in Adel Zuyater Elementary School for Girls. Thirty students were chosen to participate in this research and distributed purposefully into two groups; the experimental and the control. Both groups had an equal number of students which is 15. The researcher prepared two instruments to collect the needed data including; pre-post tests and classroom observation. The findings of the study showed a significant improvement regarding students' listening comprehension in favour of the experimental group.

Moreover, in the light of the final results, the researcher recommended English language teachers to take the advantages of shadowing technique into account and use it in their listening lessons and with learners from different age groups. The researcher also encouraged teachers to use new

techniques and strategies in their classes in order to facilitate the learning process. Moreover, they were advised to use shadowing technique to teach other language skills and sub-skills not only listening but also speaking, reading, and pronunciation.

Keywords: effectiveness, shadowing technique, listening comprehension.

Chapter One

Introduction and Theoretical Background

Chapter One

Introduction and Theoretical Background

1.1 Introduction and theoretical background

In English classes, teachers put time and effort to help students master the main four English skills which are listening, speaking, reading, and writing. However, listening is considered the most important skill as it comes in the beginning before one writes, reads, or speaks. In line with this, Sevik (2012) described good listening comprehension as a bridge which connects all other language skills together. In addition, Onaha (2004) emphasized on the importance of listening by stating that learning a foreign language starts with hearing, then, talking whereas reading and writing are deemed as next steps. So, enough attention must be paid to improve learners' listening comprehension.

Listening is considered the most frequently used skill in our daily life in which people cannot receive input, share ideas, and exchange information without this skill. Therefore, learning a foreign language revolves around listening because it is the base for other main language skills. For instance, English as foreign language students who have good listening abilities could easily communicate with foreigners, watch films, and listen to the radio, hence their speaking skill will be improved. According to Rost (1994), English as foreign language teachers can use listening exercises in order to draw students' attention to new grammar rules, interaction patterns

as well as vocabulary. He added, successful students are those who are able to utilize bottom up and top down strategies in the sense that integrates the new knowledge with the prior experience. Brown (2006) explained that top down listening process focuses on the general idea of a listening text, whereas bottom up listening process focuses on particular details as well as understanding at a word level.

However, listening to an authentic material can be challenging for students because they rarely comprehend the real talk. In other words, students lack the variety in listening practice since the voice of the teacher is considered the only source of listening for them. Furthermore, the prosodic features of the spoken discourse including stress, intonation, and rhythm, besides the pronunciation of some words that are highly diverge from the way they appear in their written forms are all deemed challenges for learners (Osada, 2004). However, in a closed questionnaire constructed by El-Nahhal (2017) and mainly directed to EFL Palestinian teachers showed that the rate of speech, the less formal vocabulary and grammar as well as the regional accent are obstacles face young learners when listening to an authentic text. It also showed that the majority of teachers see this skill as a passive one in which the learner can develop and acquire it without any assistance. Therefore, they tend to use top down process and deliberately neglect bottom up process.

In Palestine, English language is considered one of the basic subjects that are taught at schools as well as universities. Dajani and McLaughlin (2009)

stressed the importance of teaching this foreign language to the Palestinian people from the early stages since English is not only the language of technology and science but also the language of communication with broader communities. So, in order to prepare and create efficient communicators with different societies, students need to acquire the main four language skills and sub-skills. Unluckily, EFL students don't have the chance to listen to native speakers or authentic materials since teachers mostly focus on grammar and vocabulary practices, therefore they have low abilities.

Based on Assaf (2015), English as foreign language teachers don't give enough attention to listening comprehension in Palestine since a great number of them skip listening exercises and concentrate on other skills. She added, ignoring listening comprehension would significantly affect the process of learning English negatively. She also mentioned in her study that the type of activities that teachers usually use doesn't challenge and stimulate pupils to listen and speak by using the target language in the sense that they follow the same activity and exercise for each section in the textbook, the thing that makes students feel bored and anxious whenever they face a listening exercise. In another local study headed by El-Nahhal (2017), the inability of catching some sounds and words when listening to a certain English text makes the students disappointed and thus completely neglecting the listening process.

Accordingly, EFL teachers have to break the routine of the traditional listening exercises and start looking for new, creative methods that motivate students to develop their bottom up listening skills, remain active during the lesson, and improve better foreign language experiences, which in turn stimulate learning as well as reinforce the quality of teaching. Goh (2000) identified the efficient classes as the ones where the teachers are no longer the centre of the class, distracting themselves from just directing or explaining different topics to the students who could be better described as listeners. Moreover, Hamada (2016) emphasised on the role of the teacher inside the class as a facilitator, delegator, co-operator and creator of learning environments. As a consequence, teachers have to introduce the students with modern listening techniques that help them work on their phoneme perception skills.

Therefore, this research introduces shadowing as one of the techniques that help EFL learners to improve their bottom-up and top-down listening skills quickly and easily. This technique which was first created by the American researcher Alexander Arguelles and first used in language learning at Chinese schools in the 1980s is defined as an active and cognitive activity that depends on repeating after the native speaker immediately either loudly or silently (Tamai, 1997). In other words, the listeners instantly try to repeat what the native speaker says as accurately as possible without any break. In this case, the focus is mainly on the phonological identification of each item. Lambert (1992) defined shadowing as “a paced, auditory tracking task which involves the immediate vocalization of auditorily

presented stimuli”. Accordingly, it has given this name because shadows do and imitate everything one does, and this is exactly what the listeners do while listening to a specific audio. The action of repeating a certain speech or context and paying attention to the output of this repetition involve several areas of the learner’s brain particularly the language centre.

In compliance with Harmon (2014), shadowing technique raises students awareness on their speaking ability since they don’t only imitate the sounds but also the stress, intonation, and pronunciation of the speaker. Hamada (2016) added, this advanced technique creates a stimulating, friendly atmosphere because it enables EFL students to work together independently without needing a supervisor or a director. Similarly, a Japanese study conducted by Kadota (2007) found that the practice of shadowing has proved a great success in enhancing students’ self-confidence, decreasing anxiety and making students motivated during the listening process. Thus, their attitudes towards the target language will be improved. Moreover, Kadota’s study discovered the connection between shadowing and the memory system in the sense that repeating and monitoring the incoming speech stimulate multiple areas of students’ brain, particularly the area that has to do with languages.

Kadota also clarified the difference between shadowing and repetition in the sense that shadowing is an online instant imitation of a certain input whereas repetition is an offline imitation with silent pauses. He also shed the light on the simultaneous repetition of shadowing in which students

simultaneously mimic the speaker with regard to the physical aspect of fluency. In addition, Hamada (2016) clarified that learner's cognitive activities differ when practicing on shadowing and repetition. In shadowing, students' concentration is basically on the incoming sounds rather than the meaning of each word. They put their interest in the movements of the mouth muscle, the speed of their speaking, and the way they chunk the language. However, in repetition, students' concentration is on the meaning of each term rather than catching the intonation, the same speed, and the accent of the speaker.

This kind of technique is normally used in language therapy cases by doctors in order to assess people who suffer from stuttering, it is utilized in cognitive psychology that has to do with mental processes to examine selective attention (Tamai, 1997). However, this study will shed light on the role of shadowing in the language learning field particularly listening comprehension and its effect on fifth grade students at Nablus district.

1.2 Statement of the problem

In order to use other English skills successfully, one needs to pay more attention to listening skill as it is considered the base of learning the language (Goh, 2000).

According to previous local studies about listening comprehension in Palestine like Maraabeh (2017) who found that listening is ignored and most teachers skip listening exercises and Assaf (2015) who also observed

that listening comprehension isn't given enough attention in Palestine. Moreover, from the researcher experience as an EFL student, she found that a lot of learners including herself face challenges to master listening skills. This is mostly due to the lack of exposure to authentic speech of the target language. However, with the significant development in education, several modern techniques have been used to facilitate the process of learning for students such as shadowing.

1.3 The purpose of the study

This study aims at examining the effect of implementing shadowing technique on improving EFL students' listening comprehension. It also tries to prove that this technique is an opportunity for the students to train their ears to hear native speakers and focus on the phoneme perception of the target language. Thus, listening skill as well as communication abilities would be effectively improved. Moreover, this study is an attempt to change the routine of the traditional ways of teaching and facilitate learning for students by using technological tools.

1.4 Questions of the study

The current study answers the following questions.

- a. What is the effect of implementing shadowing technique on fifth grade students' listening comprehension according to the results of the post-test?

- b. What is the effect of implementing shadowing technique on fifth grade students' level of understanding?
- c. What is the effect of implementing shadowing technique on fifth grade students' level of remembering?
- d. What is the effect of implementing shadowing technique on fifth grade students' listening comprehension according to the items of the classroom observation? (see appendix 4).

1.5 Hypotheses of the study

The following null hypothesis are tested:

1. There are no statistical significant differences at ($\alpha=0.5$) in the experimental group and the control group listening comprehension due to the teaching method variable.
2. There are no statistical significant differences at ($\alpha=0.5$) in the experimental group and the control group level of understanding due to the teaching method variable.
3. There are no statistical significant differences at ($\alpha=0.5$) in the experimental group and the control group level of remembering due to the teaching method variable.

1.6 Significance of the study

The importance of this study stems from the necessity to help EFL learners to overcome the difficulties that they confront in listening comprehension. Using shadowing technique to practice listening may reduce learners' fear and anxiety. It also help them to be more confident when listening to English speakers. Consequently, this technique is considered a good idea to practice listening in the hope of enhancing this vital language skill.

The researcher also believes that English lessons lack the required inspiration and motivation. This explains why the majority of students are normally not interested in listening material, whenever they are exposed to listening texts or dialogues, they feel anxious and depressed. However, shadowing technique may motivate students to listen and concentrate and thus overcome the barriers that restrict their listening abilities.

The researcher also believes that listening comprehension is an important part of the language that most teachers commonly neglect. Therefore, this study is essential for EFL teachers who look for effective teaching techniques to teach listening skill. It could also assess teachers to find convincing answers for their queries that come to their minds such as; how can I encourage my students to concentrate in the listening material? How can I reduce the tension that my students feel whenever they expose to a listening exercise? How can I make the listening lessons more enjoyable?

1.7 Limitations of the Study

The study limitations are:

1. Spatial limitation: Elementary girls schools at Nablus city.
2. Temporal limitation: the study was done during the second semester of the scholastic year 2020/2021.
3. Human limitation: the sample of the study was the 5th female graders at Nablus city schools.
4. Topical limitation: to improve students' listening comprehension by using shadowing technique.

1.8 Operational definitions

This study deals with “teaching”, “listening”, “comprehension”, and “shadowing”. In order to clarify the topic that this study discusses, the following terms are defined by the researcher based on the content of the study:

1. Teaching: the process of giving knowledge in order to help learners improve themselves in terms of finding ideas, solving problems, and developing different skills and abilities.
2. Listening: is the process of paying attention to somebody or something that you can hear. This process happens in all aspects of life in which

we listen to music, lectures, advertisements, gossips and other situations.

3. **Comprehension:** is the receptive skill that helps students in understanding the various processes that are necessary for recognizing and making sense for spoken language. These contain understanding speech sounds, recognizing the meaning of terms as well as the syntax of sentences being presented. It is also considered the fundamental and the base for other language skills like reading, writing, and speaking. So, the better students can understand what is being said, the better they can communicate with others.
2. **Shadowing technique:** is a training technique that requires imitating and repeating what has been heard. It is a paced, parrot style auditory tracking task. It involves an on-line process, which requires learners to vocalize the speech that they hear, with little time to access meanings while shadowing. (Lambert, 1992).

1.9 Summary

This chapter contains the main parts of the research. In the introduction part, the researcher highlighted the significance of listening comprehension and the difficulties of teaching it. It also shed the light on shadowing as a technique. This chapter also includes the statement of the problem, the purpose of the study, the questions of the study, the hypotheses of the study, the significance of the study, and the limitations of the study. The

last part of the chapter gives operational definitions of some essential terms mentioned in the research including; teaching, listening, comprehension, as well as shadowing.

Chapter Two

Review of Related Literature

Chapter Two

Review of Related Literature

2.1 Introduction

Through listening, one has the ability to understand and identify the interlocutor's speech by paying attention to his pronunciation, accent, vocabulary, grammar, as well as comprehending the message being tackled. Hence, neglecting listening activities and exercises in language lessons would hinder the successful and meaningful communication. Therefore, EFL teachers should look for new and creative methods that can facilitate the task of acquiring this skill in the classroom since it is their task to prepare students to be good listeners as well as good communicators. Shadowing is one of the techniques that help EFL learners to acquire the target language quickly and easily since it mainly helps in improving different language learning skills especially listening and speaking. The mechanism of action depends on repeating after the auditory material or the native speaker either loudly or silently (Hamada, 2016).

Consequently, this chapter includes four sections; the first section presents studies that deal with the difficulties of teaching listening comprehension, the second section explains the correlation between listening comprehension skill and speaking skill, the third section involves the literature that discusses the effectiveness of shadowing technique in

improving students' listening comprehension. Finally a summary about the whole chapter.

2.2 Studies related to the difficulties of teaching listening comprehension

Listening is considered a basic skill to learn before one speaks, reads, or even writes. Murjani (2010) defined listening as a receptive skill that concentrates on receiving ideas and thoughts from an external side. He added, this skill is vital for effective and meaningful communication in the sense that information will be obtained easily when there is effective listening skill. In addition, Shoita (2012) stated that listening is an active competence that is not limited to hearing what the interlocutors utter but also demands mental and physical effort. In other words, the use of language, body, and voice are important in understanding the intended message. Similarly, Zuhriyah (2016) expressed that listening is a complex process in the sense that the listener must differentiate between sounds, interpret intonation and stress, understand phrases and grammatical structures. Thus, listening comprehension contains a great amount of mental activity on the side of the listener and it also contains top-down and bottom-up processing of incoming speech.

According to (Goh, 2000), the difficulty of teaching listening comprehension stems from recognizing the message of the speaker but not the actual intention in which EFL students mostly concentrate on the terms they know and thus they have a general understanding of the idea. Field

(2003) agreed and emphasized on the idea that even though students have the ability to recognize the words they know in a certain speech, they gain the wrong sense. Phonetic variation of words such as assimilation, reduction, elision, and others deceives them. So, students recognize words in written forms but have difficulties in catching them from connected speeches.

According to Vandegrift (1999), it is not easy to describe listening because it is an invisible mental process. The listener's task is not limited to comprehend different words and grammar structures, but also to discriminate between sounds and interpret intonation and stress. These parts form a challenge for Arab students who learn English because of the differences between the two languages. To clarify this, Kharma & Hajjaj (1997) stated that EFL students in the Arab world make unintended mistakes in word stress particularly the words who carry different meanings based on their stress. For example, the word 'present' means a gift or to offer. If the speakers stress the first syllable, it is a noun. But if they stress the second syllable, then it is a verb. Kharma and Hajjaj also explained the mistakes that most learners fell in when adopting weak vowels in connected speech. For example, they say anatomy /æ'nætəmi:/ instead of /ə'nætəmi/.

In a study done in Indonesia, Aryana & Apsari (2018) investigated the external and internal factors that encounter EFL teachers when teaching listening comprehension skill. The internal factors stem from the teachers

themselves in which they feel that this part of the language is not easy to teach. They also lack the needed experience to choose the appropriate method, strategy or technique for teaching such skill. Moreover, the textbook that the teachers follow doesn't include sufficient exercises and activities that mainly have to do with listening skill. Whereas The external factors stem from the outer environment of the classroom such as; the loud noises or sounds like nearby woodcutters or bulldozers. In addition to the shortage of English labs that include teaching aids or resources such as display screens, audio materials, as well as visual equipment.

In another study, Celik and Yavous (2015) investigated the external and internal factors that may affect students' listening comprehension. Firstly, the high anxiety in which most students feel anxious whenever they expose to a listening exercise because of several factors such as; the unfamiliar words, the rate of delivery, the accent of the speaker, and the new topic that they lack background information about. This anxiety leads them to panic and hence miss the cues and the whole part of the listening material. Secondly, the lack of motivation in which students may feel uninterested to listen to the intended material when they don't have enough background information about. Thus, they don't give the material the needed attention. According to Field (2008), a great number of EFL students feel anxious as well as insecure whenever they expose to listening exercises. This is may be due to the immediate process of the input and the scarcity of information about the content.

Wills (2006) asserted that culture's variation as well as background knowledge play a central role in listening comprehension. EFL students don't only learn about the linguistic system of English, they also learn ideas, beliefs, traditions, and customs of English culture. In other words, insufficient contextual, factual, and socio culture knowledge of English can form a series obstacle to listening comprehension. Wills also added, the rate of speaking that may be slow or fast, the pronunciation, the constant hesitation as well as the colloquial language are all highly contribute to the obstacles for listeners. However, a study made by Eltaib (2011) at Sudanese schools, proved that classrooms with small spaces and limited number of students have a great quality of teaching listening since the atmosphere is quiet and friendly in comparison with large classes where the majority of students are considered lost and careless.

Similarly, (Osada, 2004) mentioned in his study multiple challenges that EFL students encounter whenever they expose to listening exercises. Firstly, the speed and the slow speech rate as it is considered a problem that can't be controlled by students. Secondly, the rate of repetition of the aural input since it is in the teacher's hand not the students' decision. Thirdly, the informal language or situation of the recording in which it is not easy to figure out when the speaker is moving to another point without discourse markers or transitioned words. Fourthly, unfamiliar vocabulary as it is difficult to get to the message of the input without having a good knowledge of English words. Fifthly, focusing on details in the sense that beginner listeners lack the ability of processing what they hear in an

automatic way. Students have to comprehend what they listen in order to be able to formulate meanings instantly with almost the same speed of the audio they are listening to, since the pauses or interruptions of thinking make students hard to follow the other parts of the listening material.

Boyle (1984) classified the main elements that influence listening comprehension as follows:

1. The quality of the sound in the recorded material in the sense that the clear and well heard sound would highly affect students' listening comprehension positively whereas low and unclear sound would highly affect students' listening comprehension negatively.
2. Cultural differences in which students would misunderstand the content of the audio if it includes different customs and traditions than theirs.
3. The speaker's accent since unfamiliar accent can cause critical difficulties in listening comprehension.
4. New and unfamiliar words in the sense that realizing the words that the speaker says can arouse student's motivation and interest. Whereas listening to new and unfamiliar words make students frustrated and thus stop following next parts of the process.
5. Length and speed of listening. Language teachers have to pay attention to students level when providing them with a listening material.

Students' unfamiliarity with the pronunciation of individual sounds is also among the problems that could hinder EFL students in listening comprehension. Hassan (1983) clarified the differences between Arabic and English languages in terms of sounds. For instance, the sounds /v/ and /f/ as in van and fan. These two sounds are existed in the alphabetic system in English language. On the contrary, The sound /v/ is used only in borrowed words in Arabic which means that it is not considered as a main sound. This explains why some learners use the sound /f/ in pronouncing both words off /ɒf/ and of /ɒv/. Accordingly, The existence of the sound in one language and its absence in another language is an important part of the problem that make students unable to perceive some sounds correctly.

The problem increased when the students have limited amount of vocabulary in the sense that they neglect important parts of the audio while looking for familiar words. In a study carried out by Sah and Shah (2020) to investigate teachers' beliefs and practices in teaching aural skills, the majority of teachers agreed that the lack of vocabulary among learners constitutes an impediment to learning listening comprehension. However, the researcher suggested pre-exercises and warm-up activities as solutions in which the students have an opportunity to be exposed to the unfamiliar words before hearing them through the listening material.

Alrawashdeh and Al-zayed (2017) mentioned some challenges that EFL teachers usually face while teaching listening comprehension including the availability of teaching aids as well as the educational environment. To

illustrate, the textbook that the teachers mainly use in the classroom is not rich in providing various listening activities and methods. As a consequence, they lack the good guidance throughout the teaching of this receptive skill. Moreover, the electricity issues play a big role in limiting the teachers' choices when it comes to deciding the suitable listening tools such as; tapes, cassettes, or videos which are considered essential to activate this skill.

Overcoming the above mentioned difficulties is an actual challenge, not only for teachers, but also for the whole educational cadres from testers, administrators, as well as designers. Kim (2015) suggested some solutions in order to overcome the difficulty that most language students confront when learning listening skills. Firstly, practicing listening in a more consistent way through using authentic materials. This can be done online by utilizing easily accessible websites such as; YouTube English channels. Authentic materials as videos can also give the opportunity to listen with subtitles and hence look up unfamiliar phrases instantly. Secondly, writing while listening which is considered a good way to identify the problematic areas that the listener has to focus on in the listening process. Thirdly, repeating after the native speaker. Through repetition, listeners can train their tongue to pronounce words and sounds adequately. Finally, speaking with native speakers as it is deemed a chance for listeners to recognize how the language is spoken in specific situations.

According to Goctu (2016), motivation is considered an important element in the listening process. EFL teachers have to use various aids in order to motivate students in the classroom. in line with this, video materials can be effective and interesting techniques to enhance students' listening comprehension and prompt their learning process. Audio-visual materials including movies, talk shows, news, advertisements, and songs would give the students a great chance to grasp cultural aspects and more importantly to acquire experience of non-verbal expressions. Murjani (2010)

2.3 Studies related to the correlation between listening comprehension skill and speaking skill

In Palestine, people use English language in the educational institutions only including schools and universities. In other words, they have difficulties in using it in their daily life. This is because the lack of ability to employ listening and speaking skills inside and outside the classroom. Therefore, there is an urgent need to focus on these two inter-related skills; speaking and listening. This can be done by providing authentic material and real life situations in order to give students the confidence they need to actively participate and interact in the everyday life. Celik and Yavuz (2015) asserted on the importance of recognizing the correlation between language skills as it accelerates and facilitates the process of teaching and learning these skills. For this reason, much attention as well as enough time should be given to listening and speaking skills.

In English classrooms, it is essential to recognize the order of the language skills that should be given to the students. All skills including reading, writing, listening and speaking are connected to each other in the sense that they interfere in their development. Therefore, the harmony between these skills can easily be achieved when the learners know the nature of them besides the relations and associations with each other. Pinem (2014) commented that listening and speaking are two integrated skills. They are responsible for a good and meaningful communication. The listener's task is not merely listening to the speaker but also giving appropriate responses and reactions to the content he/she are listening to. Therefore, the more listening and speaking skills are taught integrally, the more effective communications will take place in English classrooms.

Doff (1988) believed that language learners cannot improve their listening skills unless they also improve their speaking skills. Meaningful and successful communication can be achieved when learners understand the messages they receive from the speaker and when they comment on them in an appropriate way. In other words, in the listening process, students get information, search for knowledge, and receive input. In the speaking process, students construct words, talk about perceptions, and express intentions and feelings. As a consequence, Listening and speaking skills are highly related to each other in the sense that a speaker and a listener are the base for an actual communication. Similarly, Nunan (2003) stated that real conversation cannot be achieved without a listener and a speaker. Through listening to authentic conversations or dialogues, the students have the

opportunity to learn main language skills and sub-skills like grammar, vocabulary, and pronunciation and hence their speaking skills will be improved. So, good listening ability leads to good speaking skills.

In a study carried out by Abbas (2013) to investigate the relationship between listening and speaking skills at Al-Quds Open University, Palestine. The students were exposed to listening activities and exercises in an organized courses in two phases. The first phase was at the classroom by using the English textbook. The second phase was at home by using the internet. The researcher used a semi-closed questionnaire in order to collect the needed data. The responses of the participants included that the intensive practice had notably improved their speaking skills in which they confidently participated in oral conversations. Moreover, they illustrated that the way they think about the difficulty of listening and speaking had also changed in which the anxiety and the fear they felt during the listening and speaking exams had gradually minimized.

The first step of acquiring the target language is listening. In listening activities, language learners receive utterances and decode meanings. These processes prepare them to move to the next step which is speaking. In speaking activities, language learners produce utterances and construct meanings. Therefore, they recognize how to produce the target language's sounds after they listen to those sounds. A Chinese college study conducted by (Zhang, 2009) showed that EFL students who constantly listened to English passages followed by various activities indicated a significant

improvement in their speaking skills after setting an oral exam at the end of the term. Another study carried out by (Lynch, 2009) in Scotland revealed that practicing listening in an adequate way creates effective communicators.

Accordingly, the students who have good listening skills can easily identify individual words and sentences and thus understand what is happening around them. The students who have good speaking skills can easily say whatever they want without facing any problem. As a result, acquiring these two skills facilitates the world of communication since they give the language learner the confidence to understand and response any content. Tavi (2010) proved in his experimental study the role of the integration between listening and speaking skills in improving oral communication competence of the language learners. The sample of the study was consisted of 180 learners who were divided into an experimental group and a control group. The first group was exposed to various activities which included the integration between listening and speaking skills. The second group was exposed to the traditional way which is teaching both skills separately. The results showed that students were motivated to participate in the activities that mainly prepared students to communicate in the real life situations. The students were played both roles; once as listeners and others as speakers. Listening came first as an input and speaking followed as an output.

Another similar results in the research by Mart (2020), who also found that the integration between listening and speaking skills could affect students' oral communication since both skills helped learners reach at understanding of others' ideas, thoughts, and messages. Hence, built the foundation for production practice. According to Kang (2002), speakers play double roles during a conversation. They could be senders as well as receivers. Thus, effective and meaningful communication demand comprehension and oral skills. The students who have difficulty in listening, will be poor and unconfident in speaking since both skills happen simultaneously. This means that learners can't separate between.

Pavlenko (2010) has conducted a study concentrating on the improvement of students' oral skills through listening exercises. The students who participated in this study were divided into two groups. The experimental group was exposed to multiple activities that involved both skills; listening and speaking. Whereas the control group was taught in the traditional way in which it was not exposed to any kind of activities except pre-and post-tests. The study revealed that listening can assess learners to produce more meaningful and fluent speech. Otherwise, it can play an essential role in developing other language skills. In the same area, the results of a study by Astroga-Cebeza (2015) about the influence of aural skills on oral skills in higher education showed that there is a notable relation between listening skills and the development of speaking skills. Through listening, students gain the ability to speak coherently and fluently. This means that listening to authentic materials is considered a great opportunity for students to learn

how to use English vocabulary in full meaningful contexts, how to use grammar structures in conversations, as well as how to pronounce words properly and accurately.

Although speaking is deemed a productive skill and listening is deemed a receptive skill, they are essential for effective and meaningful communication. Abu-Snoubar (2017) investigated a study at Al-Balqa Applied University to shed the light on the relationship between listening and speaking skills. The sample of the study was 122 Jordanian students and the results showed that listening comprehension and speaking ability are closely related. Improving learners' listening comprehension can enhance their oral participation.

2.4 Studies related to the effect of using shadowing technique on improving students' listening comprehension

Over the years, authentic materials played a big role in the foreign language acquisition process since they reflect the daily life and the real communication. Thus, researchers emphasize on the necessity of providing students with authentic language that used by native speakers in the classroom contexts so that their communication abilities would be improved. Kurz (1992) suggested shadowing as one of the useful techniques that gives language students the opportunity to interact with the real content through listening to native speakers and hence trying to pronounce words properly like them. Therefore, students' phonological awareness will be enhanced and their conversational purposes will be

achieved. Similarly, Hamada (2018) asserted that authenticity and practicality prompt students to be involved in the processes of examining, evaluating as well as applying the input from the phonologic perception to the semantic perception.

According to Kadota (2007), while shadowing, there is no any silent pauses or interruption in the sense that learners repeat after the native speaker simultaneously. This makes their concentration becomes mainly on the phonological aspect and speech perception of the language in which they start to think of the sounds of the audible words instead of restricting only on the meaning. He adds, self-confidence as well as self-satisfaction increase when learners feel that their utterances are correct and clear. As a result, shadowing technique is considered a source for motivating students to communicate and exchange information as it gives them the fluency they need in their daily communication.

Consequently, motivation is deemed as a key element for illustrating the failure or success of any challenging activity. It also plays a vital role in helping students acquire the foreign language as it provides them with specific aims and directions to follow. In line with this, Zakeri (2014) expressed the importance of this element in learning listening comprehension since it increases students' time on listening tasks. In his study, shadowing is suggested as a motivational technique that gives students the confidence they need in their learning path. It can assess low-self-esteem students who mainly feel shy to cooperate and participate in the

class since it doesn't oblige them to be hearable by the teacher but instead they need to use the muscles of their mouth in case they want to shadow silently.

Lestari (2015) conducted a study in the English Department, HKBP Nommensen University, Indonesia, in order to investigate the effect of shadowing technique on students' listening comprehension by using classroom action. To collect the data, the researcher employed more than one instrument such as; listening tests, diary notes, and observation sheets. The results were very positive since they showed that shadowing technique was notably effective in improving university students' listening comprehension. Furthermore, the diary notes indicated that students felt more confident, excited, and enthusiastic towards learning listening skill through using this technique. Shy and inactive students showed changes in their attitudes once they were required to shadow and copy the native speaker exactly as they become that speaker. They became more cooperative, active, and energetic to achieve good marks. This is because shadowing practices impart targeted learning in the sense that students shadow as hard as they can in order to match the native speaker. When students set targets for themselves, the possibility to act becomes higher.

In another study done by Sumarish (2017) in the English and Literature Department at Negari Medan University, Indonesia, to figure out the impact of shadowing technique on learner's listening comprehension achievement. The results showed a significant differences between the pre-

and post-tests. Using this technique was helpful with language students who tend to translate every word they hear. The sense of failure they feel whenever they are mistaken in the translation process makes them less confident and unwilling to continue the listening process. In this regard, shadowing provided students with cognitive and active activities that could help them to overcome this problem and concentrate more on their bottom up and top down listening processes. It also encouraged them to focus on the prosody such as; intonation, rhythm, accent, and pronunciation. According to Kim (2015), nearly 40% of communication meaning is tackled by prosody.

Kadota (2007) stated that shadowing has two main approaches: top-down and bottom up approaches. Top down shadowing which also called pre-shadowing requires students to start the practice before exposing to the content of the audio. In this case, they need to use their prior knowledge and guess the meaning of the words by themselves. Whereas, bottom up shadowing which also called post-shadowing requires students to be exposed to the content before practicing shadowing. In this case, students will understand the input and thus will be motivated to listen. In a study done by Hamada (2014) to investigate the effectiveness of both approaches in improving listening comprehension skills. The sample of the study included freshmen university students who were divided into two groups; pre-shadowing group and post-shadowing group. The results were positive in both groups since the first group created a competitive atmosphere and thus students were motivated to know the content of the texts whereas, the

second group created a friendly atmosphere since the students were able to overcome the anxiety and stress that comes before the listening exercise.

In a research conducted by Oki (2010) discovered that shadowing technique improved both receptive and productive abilities such as listening, pronunciation, and reading. He emphasized on the importance of this technique in teaching prosody which is considered an essential element in the communication process. According to Takizawa (2002), shadowing proved its efficiency in improving bottom-up listening skills in which students have the ability to differentiate between negative and positive sentences, identify key words, use background information, use stress and intonations. Thus, it creates confident and relieved listeners. Similarly, Hamada (2011) found that authentic texts regardless of their level of difficulty have an impact on students' listening skills, particularly the skill that requires the identification of certain sounds and words.

In another Indonesian study that was directed to beginner students by Novitasari (2014) found that lower level students showed interest and involvement towards shadowing technique in which they competed with each other in the repetition process. Her study also showed that understanding the utterance of the native speaker has a great impact on the students' confidence in the communication process. EFL students can interact and communicate only when they recognize what is said to them. Otherwise, this technique can be useful for unconfident and unenthusiastic learners since it doesn't require them to imitate the speech loudly but

instead silently by using the muscles of the mouth. Consequently, shadowing proves its applicability for all levels including beginner, intermediate, and advanced.

When practicing shadowing, students listen to the words rather than just read them. However, although they may repeat unfamiliar words, they mimic proper English pronunciation. This later would affect their listening and speaking abilities positively. Moreover, listening to new structures, words, and phrases would improve their knowledge in the target language because repetition motivates the mind to process the received data in the same pattern. (Hamzah, 2016). In order to investigate the influence of shadowing technique on intermediate level students' listening comprehension, Taki (2017) conducted a study at Islamic Azad University in Iran. By using listening tests and questionnaires to collect the data, they found that this technique had positive impacts on the students' listening performance in which students' self-efficiency had notably changed and boosted positively. Moreover, students showed awareness towards the metacognitive strategies after being exposed to shadow education.

There is a relationship between shadowing and students' oral fluency in the sense that hesitation that students might suffer from when speaking to others will disappear and they will be more confident. This is all because of shadowing since it trains students to pronounce sounds properly. (Omar and Umehara, 2008). In this regard, Izasa (2016) conducted a study to examine the role of shadowing in raising awareness of spoken English

sounds. The study use songs and cartoons as it is targeted young learners. During the implementation, the researcher observed that learners were able to imitate the pronunciation of words exactly as they were heard them in the song. Otherwise, they showed interest and involvement towards the technique. Similarly, Hamada (2014) illustrated that language learners can shadow anything they hear including TV shows, broadcasts, audiobooks, films, or radio programs. He adds, in shadowing practices, students use their ears as well as mouths in the sense that they listen and speak at the same time. Their ears will be little by little accustomed to the tone and rhythm of the speaker and their mouth's muscles will gradually be accustomed to move and utter English words properly.

According to Sevik (2012), shadowing technique has to become an integral part of language teaching and learning process because it develops students' mental model as well as muscle memory. It facilitates the way of rolling of the tongue automatically when using the foreign language. furthermore, it helps in remembering new words later on as they will come out in the mind almost in their usual contexts. This means that this technique connects two important organs; the mouth and the ear in which as long as the students repeat the content, they will gradually hear their pronunciation, intonation, and pace resemble the native speaker's ones. Therefore, adding this technique to the English lesson's routine would give language learners the motivation and the confidence to speak and participate in an effective way.

Mori (2010) compared between shadowing and repetition in her research. She divided the students into two groups; one for shadowing and the other for repetition. The group who used shadowing and hence adopted on line processing showed more successful results in enabling learners to effectively reproduce content. Whereas, the group of students who used repetition and hence adopted off line processing was able to access to the meaning of the words. This means that repetition required students to use multiple cognitive activities in the long term memory as well as the phonological loop. In shadowing, learners didn't have enough time to think about the meaning of the words. As a result, they are not required to use various cognitive activities because learners shadow the input as soon as they hear them. This means that their focus is on sounds and pronunciation not meaning.

Kadota and Tamai (2005) highlighted the procedures of shadowing technique. Firstly, speaking with low voice or mumbling. In this part, learners shadow by concentrating on the incoming sounds rather than the pronunciation of individual words. Secondly, synchronized reading which requires learners to shadow the audio material, read aloud the script, and simulate each sound and intonation. Thirdly, prosody shadowing. In this part, learners attempt to shadow as they do in the previous procedure but without a script. Finally, content shadowing that aims at making students shadow and concentrate on the content of the speech at the same time.

Based on the above mentioned studies, it can be understood that listening comprehension is deemed as a bridge between other language skills since it is the fundamental element for effective and meaningful communication. Thus, enough attention should be paid to improve this skill in English classroom. However, the main reason behind the difficulty that students feel whenever they are exposed to listening exercise or test is the lack of consistent practice as well as the good technique that contains real life situations. As a result, they feel anxious and unconfident which lead to ineffective communication process.

2.5 Summary

A big problem in teaching English is that learners find listening exercises so boring and difficult. They feel anxious and stressful whenever they are exposed to a listening exam. However, consistent practice helps to make this skill easier. Based on the above mentioned literature review, the researcher inferred that it is very essential to provide students with authentic materials as listening tools. This would help them in the communication process since good listening abilities lead to good speaking abilities. Language teachers should keep in mind that all language skills relate to each other. Therefore, it is important to prepare various activities that integrate two skills or more within a single lesson.

The literature review part is divided into three sections. The first section includes studies related to the difficulties of teaching listening skill, and it mentioned some suggested solutions to overcome these difficulties. The

second section contains studies related to the correlation between listening skills and speaking skills, it discusses how these both skills are integrated with each other in English lessons and how they are important in preparing good language communicators. The third section covers several studies related to the effectiveness of using shadowing technique on improving students' listening comprehension. This technique encourages students to listen and repeat after the native speaker simultaneously. Through shadowing, they have the opportunity to pronounce words correctly, recognize words in contexts, and understand the speaker's messages. Accordingly, their listening skills will be improved and their confidence will be increased. Hence, they are no longer anxious and stressful in listening exams.

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Chapter Three

Research Design and Methodology

Chapter Three

Research Design and Methodology

3.1 Introduction

This chapter sheds light on the methodology of the study, its questions, population and sample. Moreover, the chapter highlights the instruments of the study, validity and reliability of the instruments, variables of the study, procedures and statistical analysis.

3.2 Methodology

In order to evaluate the effectiveness of using shadowing technique on improving 5th grade students' listening comprehension, a quasi-experimental was adapted as an approach. Quantitative methods were utilized to provide numerical information. Data were collected via pre-test, post-test, and classroom observation. The pre-test was conducted on the students in both groups; the experimental and the control one in order to measure the dependent variable before the treatment. Similarly, the post-test was conducted on both of the groups but after the treatment was carried out.

The study was conducted throughout the second semester of the school year 2020/2021. During the implementation of the study, the teacher observed the effect of using shadowing technique for teaching on improving students' listening comprehension based on the items of the classroom observation.

3.3 Questions of the study

This research answers the following questions:

1. What is the effect of using shadowing technique on fifth grade students' listening comprehension according to the results of the post-test?
2. What is the effect of implementing shadowing technique on fifth grade students' level of understanding?
3. What is the effect of implementing shadowing technique on fifth grade students' level of remembering?
4. What is the effect of using shadowing technique on fifth grade students' listening comprehension according to the items of the classroom observation? (see appendix 4)

3.4 Variables of the study

The variables of the study are:

1. Independent variables: the method of teaching listening, and it has two level; the traditional method and using shadowing technique.
2. Dependent variables: 5th grade students' listening comprehension, level of understanding, and level of remembering.

3.5 Population of the study

The population of the study contained all fifth grade female students in Nablus Directorate Elementary Girls' Schools during the second term of the scholastic year 2020/2021.

3.6 Sample of the study

The researcher selected the sample of the study from the target population. Since the study is a quasi- experimental one, the sample was chosen purposefully in which 30 students from Adel Zuayter Elementary School for Girls were chosen as the sample of the study. They were distributed into two groups; the control group includes 15 students, and the experimental group includes 15 students.

3.7 Instrument of the study

The researcher prepared two instruments to collect the needed data. The first is the pre-test and the post-test, the test consisted of five questions:

1. The first question is: are the sentences true or false?.
2. The second question is: fill in the blanks with the correct phrase from the box.
3. The third question is: match the picture with the word.
4. The fourth question is: listen and answer the following questions.
5. The fifth question is: choose the correct word.

In addition, the researcher designed another instrument to collect the data which is classroom observation. In this instrument, 15 items were added to reflect on the performance of the students during the application process. The validity of the items was checked according to the jury comments and notes. Moreover, they were measured depending on how often the item occurs during the implementation of shadowing technique by following five of adverbs of frequency, based on Likert scale, the five point scale which is used to allow the teacher observe how often the item occurs in students' performance during using shadowing technique, with a particular statement. These are:

1- Never 2- Seldom 3- Sometimes 4- Normally 5- Always

3.8 Validity of the instruments

To make sure that the content of the two instruments; the pre-post tests and the observation list is valid, it was shown to a group of specialists in the field of teaching English language at An-Najah National University and a group of four English language teachers from different schools in Palestine. Both groups have suggested several modifications regarding of the content of the instruments especially the vocabulary part such as; using the word 'blanks' instead of 'gaps', 'word' instead of 'phrase', 'improves' instead of 'enhances', 'aloud' instead of 'loudly', 'unfamiliar' instead of 'unknown'.

3.9 Reliability of the Instrument

For achieving reliability of the study , the researcher used Alpha Cronbach. The total score was (0.742), and this value was suitable to conduct such a study.

3.10 Procedure of the study

In order to achieve the objectives of this study, a quasi-experimental method was used in ten sessions involving the ones devoted for the pre-test as well as the post-test. After having the agreement from the English teacher in Adel Zuayter Elementary school who was responsible for both groups; the experimental and the control ones and conducting a Shapiro-Wilk normality test to determine the normal distribution of the data, three sessions per week were conducted.

3.10.1 The experiment

1. The experimental group and the control group were presented with the pre-test in the second week of April. They were required to listen to an audio track (Elephants and kangaroos) and answer some related questions. This test has two aims; the first one is to evaluate student's level in listening comprehension and the second one is to make sure that they constituted homogenous groups.
2. After finishing from the pre-test, the treatment began to be applied on the experimental group only since the other group was taught using the traditional method of teaching without receiving any kind of treatment.

3. Kadota and Tamai's shadowing procedure was adopted for the implementation process. This shadowing procedure is mentioned in Yo Hamada's article (An effective way to improve listening skills through shadowing).
4. In session one (13, April. 2021), the teacher acted as a model for the students in the experimental group since they were not familiarized with the concept of shadowing technique. Through imitating their teacher, they were able to understand the way of shadowing.
5. In session two (15, April. 2021), at the beginning of the class, the teacher talked a little about the content of the audio material with the students for the sake of motivating them to listen and concentrate. Following this, students were required to listen to the audio material (Who is Emma) for two times. After that, students were required to start the shadowing process. Firstly, the teacher asked them to mumble and concentrate on the pronunciation of the English native speaker and try to imitate her without looking at the transcript of the audio material. Then, they were asked to answer the first question which is 'are the sentences true or false'. Secondly, they moved to the next step which is 'parallel reading' where they were required to repeat with the native speaker in a simultaneous way while reading the text and fix their mistakes in the first question, which is 'fill in the blanks with the correct word from the box'. Next, they moved to the following step which required them to do a complete shadowing. After that, the

teacher asked them to repeat after the native speaker, focusing on the meaning of the words along with the pronunciation and when they finished, she asked them to answer the third question which is ‘match the picture with the word’. In order to check their understanding, she pointed on the fourth question which entailed them to answer comprehension questions. In the last step, the teacher played the audio track for the last time so that students had the last chance to repeat and imitate the native speaker before answering the fifth question which is ‘choose the correct word’.

6. In the third session which took place on (18 April, 2021). The students were required to listen to an audio material (Buckingham Palace). They listened to the audio material for two times before the teacher asking them to mumble. When they finished, they answered the first question ‘are the sentences true or false’. Later, they did the parallel reading and answered the second question ‘fill in the blanks with the correct word from the box’. The next step required them to do complete shadowing in which they made full imitation of vocal expression as it was heard. After that, they concentrated on the meaning of the unfamiliar words in the audio track. For the sake of checking understanding, the teacher asked them to answer the third and the fourth questions. Finally, they listened for the last time and did the fifth question.
7. In the fourth session which held in (20, April, 2021), the teacher followed the same steps in the previous classes. She played the audio

material ‘my name is Ania’ for two times so that students can take an idea about the content and be ready for mumbling and for doing the first task. Then, they started the parallel reading where they required to shadow the content as well as read the script in order to be able to do the next task. Complete shadowing is the following step in which students shadowed the speaker in the audio material and imitate exactly the way he speaks. In the final two steps, the students went through the meaning of the new vocabulary since they ignored them in the beginning and they shadowed the content for the last time to prepare themselves for the final task.

8. In the fifth session (22, April. 2021), the students were required to listen to the audio track ‘My family’. In order to save time and raise motivation, the teacher asked the students to work in pairs. The first step was ‘mumbling’ while the second step was ‘parallel reading’. After finishing these two steps and doing the required tasks, they moved to the following part which is complete shadowing. After that, it was important to discuss the content of the audio material and practice shadowing for the last time. As a final step, the teacher asked each pair to summarize the listening material.
9. In the sixth session which took place in (25, April. 2021), the teacher played the audio material ‘Jim at school’. She followed the same steps in the previous classes in which she asked students to mumble, shadow and read the script at the same time in a simultaneous way, compare

their pronunciation with the native speaker, discuss unfamiliar words, shadow the content for the last time.

10. In the seventh session (27, April. 2021), the teacher chose a song for the shadowing procedure to raise the students' motivation. Thus, the students shadowed the song 'I like long jump'. They followed the same steps of the previous lessons including; mumbling, parallel reading, complete shadowing, and content shadowing.
11. In the eighth session (29, April. 2021), the students worked in pairs to shadow the audio track 'Mozart and music'. They followed the same steps of the previous lessons including; mumbling, parallel reading, complete shadowing, and content shadowing.
12. The experimental group and the control group were presented with the post-test in the first week of May. The format of the post-test was similar to the format of the pre-test but with different content. The students were required to listen to an audio track (Grandma's birthday) and answer some related questions. The aim of this test is to measure the improvement that fifth grade students went through during the implementation of shadowing technique.

3.11 Design of the study

This research is considered a quantitative one in which the researcher uses a quasi-experimental design. This kind of design has been chosen because it fits the aim of the research which is the effect of using shadowing

technique on improving 5th grade EFL students' listening comprehension. In order to collect the data, the study sample will be distributed into two groups: the experimental and the control groups. Therefore, two instruments will be prepared which are pre-posts tests and classroom observation. This study will adopt the following design:

G1 __ O1 X O2

G2 __ O1 __ O2

G1 is the experimental group that includes EFL students who will be taught listening comprehension by using shadowing technique. G2 is the control group that includes EFL students who will be taught listening comprehension by using the traditional method. X is the treatment that will be applied on the experimental group. O1 is the pretest, whereas O2 is the posttest.

3.12 Statistical analysis

The researcher will use the Statistical Package for Social Science (SPSS) in order to analyze the data. The following statistical tests will be used:

1. Means, standard deviations and percentages to check the effect of using shadowing technique on 5th grade EFL students' listening comprehension, and to consider the frequency of classroom observation's items.

2. ANCOVA test to examine the effect of using shadowing technique on improving EFL students' listening comprehension.
3. Cronbach Alpha in order to test the reliability of the instrument.

The following percentages will be used for data analysis:

- 70- 97.9% high
- 60- –69.9% moderate
- 50- –59.9 % low
- Less than 50% very low

3.13 Summary

In this chapter, the researcher introduced and explained the methodology followed in the study, the questions of the study, the objectives of the study, the study instruments, the population of the study, the sample of the study in accordance with the study variables, the research design and the procedures which were used in confirming or rejecting the hypothesis of the study . In addition, validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

The Results of the Study

Chapter Four

The Results of the Study

4.1 Introduction

In this chapter, the researcher described the results of the study that aimed to investigate the effectiveness of shadowing technique on improving students' listening comprehension. The Analysis of Covariance (ANCOVA) was used to give answers for the questions that the researcher mentioned at the beginning of the research as well as to test the study hypotheses which stipulated that there are no statistical significant differences at ($\alpha=0.5$) between the experimental group and the control group listening comprehension due to the teaching method variable, there are no statistical significant differences at ($\alpha=0.5$) between the experimental group and the control group level of understanding due to the teaching method variable, and there are no statistical significant differences at ($\alpha=0.5$) in the experimental group and the control group level of remembering due to the teaching method variable. Accordingly, The ANCOVA test is mainly used to determine whether there are any significant differences between the independent variable (using shadowing technique) on dependent variables (students' listening comprehension, level of understanding, and level of remembering). The ANCOVA test has an extra advantage which is allowing the researcher to control the covariate that could affect the results by including it in the analysis.

4.2 Results of the Test Analysis

1. What is the effect of implementing shadowing technique on improving 5th grade students' listening comprehension according to the results of the post-test?

In order to answer the first question, the researcher found out the means and standard deviation of the pre-test and post-test scores for both of the control group and the experimental group.

Table (4.1): Means and standard deviation of the pre-test and post-test scores for both of the control group and the experimental group

group	N	Test	Mean	Std. Deviation
Control	15	Pre	13.66	2.16
		Post	12.00	1.77
Experimental	15	Pre	12.46	2.44
		Post	16.40	2.80

Table (4.1) shows that the means of the control group is (12.00) and the standard deviation is (1.77). While the mean of the experimental group is (16.40) and the standard deviation is (2.80). This table indicates that the mean of the control group is less than the mean of the experimental group in the post-test.

To ascertain that the means and standard deviation are statistically significant, the researcher used the ANCOVA as shown in the following table:

Table (4.2): ANCOVA results of the effectiveness of shadowing technique on improving students' listening comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	70.068	1	70.068	22.648	0.0001	
Approach of study (shadowing technique)	190.756	1	190.756	61.658	0.0001	0.695
Error	83.532	27	3.094			
Total	298.800	29				

Table (4.2) indicates that the F-value of the study approach is 61.658 and it is statistically significant because the significance level is (.0001) which is less than the predetermined significance level which is (0.05). This means rejecting the null hypothesis that assumes there are no differences attributed to using shadowing technique for teaching listening comprehension. In conclusion, since the significance level is (.0001), there are differences between the two groups; the control and the experimental, and these differences are for the interest of the experimental group because the mean of the control group is (12.00), whereas the mean of the experimental group is (16.40) and 69% of the difference is related to using shadowing technique for teaching listening comprehension.

2. What is the effect of implementing shadowing technique on improving 5th grade students' level of understanding according to the results of the post-test? ?

In order to answer the second question, the researcher found out the means and standard deviation of the pretest and posttest scores for both of the control group and the experimental group.

Table (4.3): Means and standard deviation of the level of understanding scores for both of the control group and the experimental group

Group	N	Test	Mean	Std. Deviation
Control	15	Pre	6.66	2.22
		Post	5.53	1.60
Experimental	15	Pre	6.60	1.45
		Post	8.73	1.83

Table (4.3) shows that the means of the control group is (5.53) and the standard deviation is (1.60). While the mean of the experimental group is (8.73) and the standard deviation is (1.83). This table indicates that the mean of the control group is less than the mean of the experimental group regarding the level of understanding.

To ascertain that the means and standard deviation are statistically significant, the researcher used the ANCOVA as shown in the following table:

Table (4.4): ANCOVA Results of the effectiveness of shadowing technique on improving students' level of understanding

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	28.464	1	28.464	14.179	0.001	
Approach of study (shadowing technique)	78.500	1	78.500	39.103	0.0001	0.592
Error	54.202	27	2.007			
Total	159.467	29				

Table (4.4) indicates that the F-value of the study approach is 39.103 and it is statistically significant because the significance level is (.0001) which is less than the predetermined significance level which is (0.05). This means rejecting the null hypothesis that assumes there are no differences

attributed to using shadowing technique for improving the level of understanding. In conclusion, since the significance level is (.0001), there are differences between the two groups; the control and the experimental, and these differences are for the interest of the experimental group because the mean of the control group is (5.53), whereas the mean of the experimental group is (8.37).

3. What is the effect of implementing shadowing technique on improving 5th grade students' level of remembering according to the results of the post-test?

In order to answer the third question, the researcher found out the means and standard deviation of the pre-test and post-test scores for both of the control group and the experimental group.

Table (4.5): Means and standard deviation of the level of remembering scores for both of the control group and the experimental group

Group	N	Test	Mean	Std. Deviation
Control	15	Pre	7.00	1.00
		Post	6.40	1.30
Experimental	15	Pre	5.80	1.78
		Post	7.66	1.31

Table (4.5) shows that the means of the control group is (6.40) and the standard deviation is (1.30). While the mean of the experimental group is (7.66) and the standard deviation is (1.31). This table indicates that the mean of the control group is less than the mean of the experimental group regarding the level of remembering. Moreover, the standard deviation proves that the results of the experimental group are better than the results of the control group.

To ascertain that the means and standard deviation are statistically significant, the researcher used the ANCOVA as shown in the following table:

Table (4.6): ANCOVA Results of the effectiveness of shadowing technique on improving students' level of remembering

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	8.288	1	8.288	5.790	0.023	
Approach of study (shadowing technique)	18.679	1	18.697	13.063	0.001	0.326
Error	38.646	27	1.431			
Total	58.967	30				

Table (4.6) indicates that the F-value of the study approach is 13.063 and it is statistically significant because the significance level is (.023) which is less than the predetermined significance level which is (0.05).

This means rejecting the null hypothesis that assumes there are no differences attributed to using shadowing technique for improving the level of remembering. In conclusion, since the significance level is (.023), there are differences between the two groups; the control and the experimental, and these differences are for the interest of the experimental group because the mean of the control group is (6.40), whereas the mean of the experimental group is (7.66).

4.3 Results of the Classroom Observation Analysis

Answer for the second question:

1. What is the effect of implementing shadowing technique on improving 5th grade students listening comprehension according to the items of the classroom observation?

To answer this question, the researcher discovered the frequency and the percent of each item of the classroom observation list. The following tables present the results of the items of eight lists that were observed by the teacher during the lesson when the teacher applied shadowing technique.

Table (4.7): Items of the classroom observation

Comment on the following statements to determine the role of shadowing technique on improving listening comprehension:	
1.	Enables the learner to improve her listening skills.
2.	Motivates the learner to participate in the lesson.
3.	Improves learner's pronunciation.
4.	Increases learner's self-confidence.
5.	Has a positive effect on other language skills.
6.	Encourages the learner to make effort to pronounce unfamiliar words.
7.	Expands learner's English language vocabulary.
8.	Improves learners intonation.
9.	Builds a sense of community in the classroom.
10.	Encourage the shy learner to cooperate with her friends.
11.	Helps the learner to follow fast speech.
12.	Improves top-down processing listening skills.
13.	Attracts the learner's attention to language input.
14.	Shifts from teacher centred approach into student centred approach.
15.	Reduces the learner anxiety in dealing with unfamiliar content.

Table (4.8): Item (1) to enable the learner to improve her listening skill

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	1	12.5	12.5	12.5
Normally	5	25	25	75.0
Sometimes	2	62.5	62.5	100.0

Table (4.8) shows that the three degrees of frequency were noticed concerning item 1 of the classroom observation, these degrees are *always*, *sometimes* and *normally*. Always occurred 1 time, sometimes occurred 2 times, and normally occurred 5 times. The teacher reflected that students showed a significant attention towards every single word in which they were able to recognize the words they were listened to.

Table (4.9): Item (2) to motivate the learner to participate in the lesson

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	6	25	25	75.0
Normally	2	75	75	100.0

Table (4.9) shows that the two degrees of frequency were noticed concerning item 2 of the classroom observation, these degrees are *normally* and *always*. *normally* occurred 2 times whereas *always* occurred 6 times. The teacher reflected that shadowing technique changed the way students perceived listening exercises in which they were be motivated to participate and speak aloud after the native speaker in the audio material.

Table (4.10): Item (3) to improve learner's pronunciation

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	2	12.5	12.5	25.0
Normally	2	25	25	50.0
Sometimes	4	62.5	62.5	100.0

Table (4.10) indicates that the three degrees of frequency were noticed concerning item 3 of the classroom observation, these degrees are *always*, *sometimes* and *normally*. *Always* occurred 2 times, *normally* occurred 2 times, and *sometimes* occurred 4 times. Students were able to pronounce words correctly exactly as they heard them from the native speaker since their whole concentration while listening in the first stages was on the way the native speaker pronounced words regardless the familiarity or the unfamiliarity of them.

Table (4.11): Item (4) to increase learner's self-confidence

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Normally	2	25	25	25.0
Sometimes	5	62.5	62.5	30.0
Seldom	1	12.5	12.5	100.0

Table (4.11) indicates that the three degrees of frequency were noticed concerning item 4 of the classroom observation, these degrees are *normally*, *sometimes* and *seldom*. *Normally* occurred 2 times, *sometimes*

occurred 2 times, and seldom occurred 1 time. The teacher reflected that the practice of shadowing technique decreases students' anxiety and thus enhances their self-confidence.

Table (4.12): Item (5) to have a positive effect on other language skills

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	6	75	75	75.0
Normally	2	25	25	100.0

Table (4.12) shows that the two degrees of frequency were noticed concerning item 2 of the classroom observation, these degrees are *always* and *normally*. Always occurred 6 times whereas normally occurred 2 times. It was seen that the practice of shadowing technique had a positive effect on other language skills in which through shadowing stages, the students were required to listen, speak, and read in almost at the same time.

Table (4.13): Item (6) to encourage learners to make effort to pronounce unfamiliar words

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	7	87.5	87.5	87.5
Normally	1	12.5	12.5	100.0

Table (4.13) shows that the two degrees of frequency were noticed concerning item 6 of the classroom observation, these degrees are *always* and *normally*. Always occurred 7 times whereas normally occurred 1 time. It was seen that the students' main concentration was on the pronunciation of words rather than the meaning of words especially in the first stages of the lesson. The teacher encouraged students to participate and pronounce unfamiliar words.

Table (4.14): Item (7) results to expand learner's English language vocabulary

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	6	75	75	75.0
Normally	1	12.5	12.5	87.5
Sometimes	1	12.5	12.5	100.0

Table (4.14) shows that the three degrees of frequency were noticed concerning item 7 of the classroom observation, these degrees are *always*, *normally*, and *sometimes*. Always occurred 6 times, normally occurred 1 time, and sometimes occurred 1 time. Through practicing shadowing technique, students learned new words, phrases, and items since they repeated the speech of the native speaker several times and thus they expanded their English language vocabulary as well as memorized them easily.

Table (4.15): Item (8) to improve learner's intonation

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	4	50	50	50.0
Normally	5	62.5	62.5	100.0

Table (4.15) shows that the two degrees of frequency were noticed concerning item 8 of the classroom observation, these degrees are *always* and *normally*. Always occurred 4 times whereas normally occurred 5 times. When the students repeated the audio content, they gradually heard their pronunciation, intonation, and pace resemble the native speaker's ones.

Table (4.16): Item (9) to build a sense of community in the classroom

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Normally	1	12.5	12.5	12.5
Sometimes	5	62.5	62.5	75.0
Seldom	2	25	25	100.0

Table (4.16) indicates that the three degrees of frequency were noticed concerning item 9 of the classroom observation, these degrees are

normally, *sometimes* and *seldom*. Normally occurred 1 time, sometimes occurred 5 times, and seldom occurred 2 times. The teacher reflected that shadowing technique created a friendly atmosphere in the classroom since students started repeating together and thus they worked independently through the repetition process without needing a supervisor or a director.

Table (4.17): Item (10) to encourage the shy learner to cooperate with her friends

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	6	75	75	75.0
Normally	2	25	25	100.0

Table (4.17) shows that the two degrees of frequency were noticed concerning item 10 of the classroom observation, these degrees are *always* and *normally*. Always occurred 6 times whereas normally occurred 2 times. The teacher noticed changes in shy students' attitudes in which they became more cooperative, active, and energetic. She also observed that although they didn't raise up their voice in the repetition process, they used the muscles of their mouth to shadow silently.

Table (4.18): Item (11) to help the learner to follow fast speech

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Sometimes	4	50	50	50.0
Seldom	4	50	50	100.0

Table (4.18) shows that the two degrees of frequency were noticed concerning item 11 of the classroom observation, these degrees are *sometimes* and *seldom*. sometimes occurred 4 times and seldom occurred 4 times. Students tried to follow and to catch up with short speeches; this could help them in getting used to listening to short speeches.

Table (4.19): Item (12) to improve top-down processing listening skill

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	5	62.5	62.5	62.5
Normally	2	25	25	87.5
Sometimes	1	12.5	12.5	100.0

Table (4.19) shows that the three degrees of frequency were noticed concerning item 12 of the classroom observation, these degrees are *always*, *normally*, and *sometimes*. Always occurred 5 times, normally occurred 2 times, and sometimes occurred 1 time. It was noticed that shadowing technique improved bottom-up processing since it helped students perceive what they listened to and thus recognize words. Moreover, when they neglected top-down processing in the first stages of the lesson and practiced word recognition skills, their phoneme perception improved.

Table (4.20): Item (13) to attract the learner's attention to language input

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Always	5	62.5	62.5	62.5
Normally	3	37.5	37.5	100.0

Table (4.20) shows that the two degrees of frequency were noticed concerning item 13 of the classroom observation, these degrees are *always* and *normally*. Always occurred 5 times whereas normally occurred 3 times. While shadowing, there was no any silent pauses in the sense that learners repeated after the native speaker simultaneously. This attracted their attention to the phonological aspect and speech perception of the language since they started to think of the sounds of the audible words instead of concentrating only on the meaning.

Table (4.21): Item (14) to shift from teacher centred approach into student centred approach

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Sometimes	6	75	75	75.0
Seldom	2	25	25	100.0

Table (4.21) shows that the two degrees of frequency were noticed concerning item 14 of the classroom observation, these degrees are *sometimes* and *seldom*. *sometimes* occurred 6 times and *seldom* occurred 2 times. It was seen that shadowing increased students talking time and reduced teacher talking time. This means that shadowing technique changed passive listening to become active listening as the students had a big role in the listening process.

Table (4.22): Item (15) to reduce the learner anxiety in dealing with unfamiliar content

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Normally	1	12.5	12.5	25.0
Sometimes	4	62.5	62.5	30.0
Seldom	3	25	25	100.0

Table (4.22) indicates that the three degrees of frequency were noticed concerning item 15 of the classroom observation, these degrees are *normally*, *sometimes* and *seldom*. *Normally* occurred 1 time, *sometimes* occurred 4 times, and *seldom* occurred 3 times. In the first stages of shadowing technique, the students' concentration was only directed to the prosodic features rather than the meaning of the words. Although they repeated and listened to unfamiliar words, they mimicked proper English pronunciation.

4.4 Summary

In this chapter, the researcher outlined the results of the study by stating answers of the questions of the study. The answers were given by using the (ANCOVA) statistics. The researcher used tables to display the findings that showed a significant improvement regarding students' listening comprehension, level of understanding, as well as remembering in favour of the experimental group.

Chapter Five

Discussion of the Results

Conclusion and Recommendations

Chapter Five

Discussion of the Results Conclusion and Recommendations

5.1 Introduction

In this chapter, the researcher displayed the results of the study in details, she also explained the effect of shadowing technique in improving fifth grade students' listening comprehension, level of understanding, as well as remembering. The explanation included discussion of the results of the post-test and discussion of the results of the classroom observation. At the end of this chapter, the researcher suggested some recommendations to students, teachers as well as the Ministry of Education.

5.2 Discussion of the Results of the Study

Results Related to the First Question

1. What is the effect of implementing shadowing technique on improving fifth grade students' listening comprehension according to the results of the post-test?

The main aim of this study was to figure out whether using shadowing technique for teaching listening has a positive impact on improving 5th grade students' listening comprehension. To get the results of the study, the researcher used the ANCOVA test to calculate the means of the control group and the experimental group. Luckily, as it was expected, the results

of the first question proved that there was a notable development related to students' listening comprehension after using shadowing technique. In table (4.1), it was shown that the mean of the experimental group, which was (16.40), was better than the mean of the control group, which was (12.00). The difference in the means between the two groups approved the effectiveness of shadowing technique in improving listening comprehension.

The results of the study are consistent with Lestari (2015) who emphasized on the role of shadowing technique in improving students' listening comprehension in which students felt more confident and excited towards learning listening because shadowing required them to shadow and copy the native speaker exactly as they become the speaker. Hence, their results after using this way showed effective improvement in comparative with their results when using the traditional way of teaching. Lestari's study also showed changes regarding students' cooperation in which shadowing technique helped them to set targets for themselves and thus they made effort in the shadowing process for the sake of matching the native speaker.

The researcher also agreed Kadota (2007) who found that shadowing played a big role in improving students' listening comprehension since it shifted their focus to the phonological aspect and the speech perception of the language, the thing that prompted them to think of the sounds of the audible words instead of restricting only on the meaning.

The results were also in harmony with Hamada (2014) who proved the validity of shadowing advantages by illustrating that students connects two important organs in this process; the mouth and the ear in the sense that the learners listen and speak at the same time when they shadow the content. Their ears will be little by little accustomed to the tone and rhythm of the speaker and their mouth's muscles will gradually be accustomed to move and utter English words properly.

Results Related to the Second Question

2. What is the effect of implementing shadowing technique on improving 5th grade students' level of understanding according to the results of the post-test?

To get the results of the second question, the researcher used the ANCOVA test to calculate the means of the control group and the experimental group. The results proved that there was a notable development related to students' level of understanding after using shadowing technique. In table (4.3), it was shown that the mean of the experimental group, which was (8.37), was better than the mean of the control group, which was (5.53). The difference in the means between the two groups approved the effectiveness of shadowing technique in improving level of understanding.

The results of this question matched with (Hamada, 2018) who emphasized on the role of shadowing technique and authenticity in prompting students to be involved in three processes; examination, evaluation, and application.

In other words, students who use shadowing in their learning have the ability to deal with the input from the phonological perception to the semantic one. Similarly, (Zakeri, 2014) suggested shadowing technique to help students understand any foreign content since he believed that shadowing gives them the confidence they need in their learning path.

The researcher also agreed with Takizawa (2002), shadowing technique help in improving students' bottom up listening skills in which students have the ability to differentiate between negative and positive sentences, identify key words, use background information, stress and intonation. Thus, this technique proved its efficiency in improving the level of understanding and in creating confident listeners.

Results Related to the Third Question

3. What is the effect of implementing shadowing technique on improving 5th grade students' level of remembering according to the results of the post-test?

To get the results of the third question, the researcher used the ANCOVA test to calculate the means of the control group and the experimental group. The results proved that there was a notable development related to students' level of understanding after using shadowing technique. In table (4.4), it was shown that the mean of the experimental group, which was (7.66), was better than the mean of the control group, which was (6.40).

The difference in the means between the two groups approved the effectiveness of shadowing technique in improving level of remembering.

The results of the study were in harmony with Hamzeh (2016) who noticed that the practice of shadowing motivated students' minds to process the received data in the same pattern. In the same area of discussion, Sevik (2012) believed that shadowing technique has to become an integral part of language teaching and learning process because it develops students' mental model as well as muscle memory. It facilitate the way of rolling the tongue automatically when using the foreign language. Furthermore, it helps in remembering new words later on as they will come out in the mind almost in their usual contexts. Similarly Kadota (2007) discovered that there is a connection between shadowing and the memory system in the sense that repeating and monitoring the incoming speech stimulate multiple areas of students' brain, particularly the area that has to do with languages.

Results Related to the Fourth Question

4. What is the effect of implementing shadowing technique on improving 5th grade students' listening comprehension according to the items of the classroom observation?

The results showed noteworthy improvement in students' listening comprehension concerning 15 classroom observation items. Regarding to the first item which targeted learners' listening skills, the results matched with Oki (2010) who emphasized on the role of shadowing technique in

improving receptive and passive skills such as; listening. This is because shadowing assists learners to concentrate on the speaker's pronunciation, intonation, and rhythm and hence this will be reflected on the way they use prosody in their speech and in communicating with others. In addition, the results of the first item were in harmony with Hamada (2011), shadowing technique gives students the chance to listen to authentic texts. This has a big impact on students' listening comprehension skills since they receive words and sounds immediately from the native English speaker. The results also coincided with Mori (2010) who discovered that students showed more interest and involvement when the teacher used shadowing technique to teach listening. They succeeded in reproducing content including; sounds and pronunciation, the thing that later affected their listening skills positively.

It seems that the results of the second item were compatible with Sevik (2012) since he found a great connection between using shadowing technique and students' participation in the classroom. He observed that this technique gave students the motivation and the confidence to speak and participate in an effective way. Similarly, based on these results, the researcher found that shadowing helped both active and inactive students to participate and engage in the listening process. This is all due to the family atmosphere that this technique builds inside the classroom. The researcher also agreed with Zakeri (2014) who suggested shadowing technique as a motivational one that gave students the confidence they need in their learning path. The results of Zakeri's study were also matched with the

results of the third and the fourth items since he emphasized on the role of shadowing in increasing students' self-confidence in terms of speaking and listening to others. Kadota (2007) proved in his study that self-confidence as well as self-satisfaction significantly increased when the learners felt that their utterances were correct and clear because shadowing process based mainly upon imitating the pronunciation of the native speaker. Hamada (2016) pointed out to an important part that the researcher agreed with which is, although students may repeat unfamiliar words during shadowing process, they mimic proper English pronunciation.

The fifth item of the classroom observation has to do with the positive effect of shadowing technique on other language skills. Regarding this item, the researcher agreed with Nunan (2003) who believed that the effective and meaningful conversation couldn't be achieved without a listener and a speaker. Thus, since shadowing technique provides students with authentic dialogues, the students have the opportunity to learn main language skills as well as sub-skills such as; speaking, reading, listening, grammar, vocabulary, and pronunciation. Based on this information, the researcher believes that good listening ability leads to good listening skills. Omar and Umzehara (2008) agreed with the same idea in which they found that there is a relationship between shadowing and students' oral fluency in the sense that after using shadowing, the hesitation and fear that students might feel and suffer from when communicating with others will gradually disappear.

Items nine and ten focused on the friendly atmosphere of the classroom and the cooperation of shy and inactive students. The results of this study marched with Novitasari (2014) who observed changes in the cooperation of lower level students in the classroom whenever the teacher starts using shadowing technique. Accordingly, the researcher concluded that this technique can be useful for unconfident and shy learners since it doesn't require them to raise their voice or imitate the speech loudly but instead they have to use the muscles of their mouth in a silent way. Keeping with this, Kadota (2007) highlighted another important point that the researcher highly agreed with which is related to the association between the cooperation of shy students and the friendly atmosphere in the classroom. To clarify, Kadota found that the practice of shadowing has built a sense of community in the classroom, the thing that reflected upon students' self-confidence, level of anxiety and extent of motivation during the listening process.

The results of item eleven were consistent with Hamada (2016) who clearly stated that shadowing technique helps follow fast speech by training the students to follow as well as catch up with brief speeches. The main aim is to assist students get used to listen to brief speeches so that later on they get used to the same level of speed. In the same area of discussion, the researcher also agreed with Osada (2004) on the point that students have to comprehend what they listen in order to be able to formulate meanings instantly with almost the same speed of the audio they are listening to because the pauses or interruptions of thinking make students hard to

follow the other parts of the listening material. The researcher found that shadowing process prevents any kind of pauses and interruptions since the learners repeat after the native speaker simultaneously. This makes their concentration becomes mainly on the phonological aspect and speech perception of the language in which they start to think of the sounds of the audible words instead of only focusing on the meaning.

The results were also in harmony with Takizawa (2002) and Hamada (2011) in regard with item twelve and thirteen which stated that shadowing technique improves bottom up processing listening skills and attracts students' attention towards language input. Both researchers found that shadowing proved its efficiency in improving bottom-up listening skills in the way that students have the ability to differentiate between negative and positive sentences, identify key words, use background information, and use stress and intonations. Thus, shadowing technique creates confident and relieved listeners since authentic texts regardless of their level of difficulty have an impact on students' listening skills, particularly the skill that requires the identification of certain sounds and words. Moreover, Harmen (2004) observed in his study that shadowing technique attracted students' attention to language input since they didn't only imitate the sounds but also the stress, intonation, and pronunciation of the speaker.

The researcher agreed with Shoita (2012) that listening is an active competence that is not limited to hearing what the interlocutors utter but also demands mental and physical effort. Shadowing technique changed the

roles in the classroom in which it increased students talking time and decreased teacher talking time in the sense that the teacher was considered a director in the classroom. This means that students received listening as an active process instead of a passive one.

Finally, concerning item fifteen which talked about the role of shadowing technique in reducing students' anxiety in dealing with the unfamiliar content, the results showed harmony with Sumarish (2017) and Hamzah (2016). To clarify, the results of these studies showed changes in terms of translating every word in which shadowing helped students who normally tend to translate every word they hear. The sense of failure they feel whenever they are mistaken in the translation process makes them less confident and unwilling to continue the listening process. In this regard, shadowing provided students with cognitive and active activities that could help them to overcome this problem and concentrate more on their bottom up and top down listening processes. According to the teacher's observation, while shadowing, students' concentration shifted from words to the sounds, intonation, rhythm, accent, and pronunciation. In the first stages of the process, They neglected the meaning of the unfamiliar words because they knew that shadowing in the beginning is mainly about the language input rather than the meaning of unfamiliar words.

5.3 Conclusion

This study tried to explore the related literature and previous studies about shadowing technique and its role in improving students' listening comprehension. Regardless of the quantity of the content of the aforementioned studies, the majority of them agreed that shadowing technique have a positive effect in teaching and learning.

With regard to the current research, the researcher proved the effectiveness of using shadowing technique in the classroom. Depending on statistics, shadowing technique had a vital role on improving students' listening comprehension, level of understanding, and remembering. The statistical analysis presented differences between the experimental and the control group. To illustrate, 5th grade students in the experimental group who learned listening through shadowing technique showed better results in comparative with 5th grade students in the control group who learned listening through the traditional way of teaching. This also means that there were differences in the post tests in which the overall means of the experimental group were higher than the overall means of the control group.

Analysing the results of the classroom observation revealed many distinct advantages for using shadowing technique on student's listening comprehension including; enables them to improve their listening skills, motivates them to participate in the lessons, improves their pronunciation, improves other language skills and subskills, increases their self-

confidence, encourages them to make effort to pronounce unfamiliar words, expands their English language vocabulary, improves their intonation, builds a sense of community in the classroom, helps them to follow fast speech, improves bottom-up listening skills, attracts their attention to language input, encourages shy learners to cooperate with their friends, reduces their anxiety in dealing with unfamiliar contents and finally shifts from teacher centred approach to student centred approach.

Due to the positive impact of shadowing technique on improving listening comprehension, this study can prompt more studies on the effectiveness of using this technique in Education

5.4 Recommendations

Based on a thorough analysis of data, the researcher recommended the following:

5.4.1 Recommendations for Students

Because learners are the main part of the learning teaching process, the researcher thought it's beneficial to give them some Recommendations:

1. Devote much time for listening comprehension outside the classroom by looking for new and modern techniques that can be easily implemented like shadowing.

2. Try to have roles in the listening process in which you have to participate and clearly recognize that listening is an active skill not a passive one. This can be done through providing feedback on what they hear, making comments on the things that they may not understand well, and reflecting on the things they like.
3. Shadow any authentic material such as; TV shows, advertisements, news, and even songs.

5.4.2 Recommendations for Teachers

The researcher encouraged teachers to:

1. Take the advantages of shadowing technique into account and implement it in their listening lessons with students from all ages.
2. Encourage students to shadow by preparing interesting audio materials that fit their ability level and by explaining the usefulness of shadowing and making them aware of the effectiveness of this strategy.
3. Believe in students' abilities to reach success in learning, be tolerant in dealing with their failures, and be convinced of advantages of shadowing technique.
4. Use shadowing technique to teach other language skills and sub-skills including; speaking, reading, and pronunciation.

5.4.3 Recommendations for the Ministry of Education

Decision makers in the Ministry of Education are advised to:

1. Include shadowing technique in the curriculum since it proved its efficiency in increasing learners' listening comprehension.
2. Provide schools with enough financial resources that are special for implementing shadowing technique such as computers and headphones.

5.4.4 Recommendations for Further Research

In consideration of the results of the study, other researchers are recommended to:

1. Conduct similar researches to investigate the effectiveness of shadowing technique on improving different language skills and different grades. Such as teaching speaking and reading for secondary students through shadowing. And add other variables in their researches Such as students' gender.
2. Dedicate more time for conducting experimental or qualitative studies in order to be sure of the reliability and positivity of the results.
3. Apply other instruments to collect data. Such as, questionnaires and interviews.

5.5 Summary

In this chapter, the researcher discussed the study results, the conclusion, and recommendations. The researcher believes that learning English language requires joint effort from all sides including; the Ministry of Education, teachers, as well as students themselves. The researcher gives suggestions for those who are responsible for the educational process to pay more attention to the advantages of shadowing technique in learning different language skills.

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Appendices

Appendix (1)**The Pre-test****Listening test**

Name: _____

Date: _____

Grade: Fifth**Listen and answer:****Question one (5 pts): Are the sentences true or false?**

- 1- Elephants live in Australia. _____
- 2- Elephants eat meat. _____
- 3- Kangaroos jump very well. _____
- 4- Kangaroos are grey. _____
- 5- Kangaroos eat grass and leaves. _____

Question two (4 pts): Fill in the blanks with the correct word from the**box:**

Africa		
grass	far	jumpers

- 1- Elephants eat leaves, fruit, and _____.
- 2- They live in _____ and Asia.
- 3- Kangaroo can jump fast and _____. They're great _____.

Question three (4 pts): Match the picture with the word:

1- Leaves



2- Elephant



3- Kangaroo



4- Fruit

**Question four (3 pts): Listen and answer the following questions:**

1- Why can't elephants jump?

2- Where do Kangaroos live?

3- What do kangaroos eat?

Question five (4 pts): Choose the correct word:

1- Elephants are (Brown – grey)

2- Elephants have big (ears – mouths)

3- Elephants like (playing – swimming) but they can't jump.

4- Kangaroo can jump (slow – fast)

Good Luck 😊

Appendix (2)**The Post-test****Listening test**

Name: _____

Date: _____

Grade: Fifth**Listen and answer:****Question one (5 pts): Are the sentences true or false?**

1. Mike and Lisa are visiting their grandmother. _____
2. Mom has the cards. _____
3. They give grandma one present. _____
4. Grandma doesn't like the balloons. _____
5. The present is a tall jacket. _____

Question two (4 pts): Fill in the blanks with the correct word from the box:

cards	happy
balloons	present

1. It is her birthday today. They have _____ and _____.
2. Dad is carrying a _____.
3. Grandma is very _____.

Question three (4 pts): Match the picture with**the word:**

1- jumper



2- birthday cake



3- present



4- grandmother

**Question four (3 pts): Answer the following questions:**

1- Who are going to grandma's house?

2- Why are they going to visit grandma?

3- What makes grandma happy?

Question five (4 pts): Choose the correct word:

5- They're going to grandma's house by (bus – car)

6- Mom is (carrying – making) a birthday cake.

7- Grandma (likes – dislikes) her present.

8- It is a new (black – orange) jumper.

Good Luck 😊

Appendix (3)

Samples of the students' tests

Sample of the pre-test:

14
20

The Pre-test

Listening test

Name: Ali Al-Sayid

Date: _____

Grade: Fifth

Listen and answer:

Question one (5 pts): Are the sentences true or false?

- 1- Elephants live in Australia. ✓ ~~X~~
- 2- Elephants eat meat. ~~X~~ ✓
- 3- Kangaroos jump very well. ✓ ✓
- 4- Kangaroos are grey. ~~X~~ ✓
- 5- Kangaroos eat grass and leaves. ✓ ✓

4/5

Question two (4 pts): Fill in the blanks with the correct word from the box:

Africa		
grass	far	jumper

4/4

- 1- Elephants eat leaves, fruit, and grass ✓
- 2- They live in Africa and Asia. ✓
- 3- Kangaroo can jump fast and far. They're great jumper ✓

Question three (4 pts): Match the picture with the word:

1- Leaves ✓

2- Elephant ✓

3- Kangaroo ✓

4- Fruit ✓

Question four (3 pts): Listen and answer the following questions:

- 0/3
- ✗ 1- Why can't elephants jump?
It has legs.
- ✗ 2- Where do Kangaroos live?
Australia.
- ✗ 3- What do kangaroos eat?
Leaves.

Question five (4 pts): Choose the correct word:

- 2/A
- ✗ 1- Elephants are (Brown - grey)
- ✗ 2- Elephants have big (cars - mouths)
- ✓ 3- Elephants like (playing - swimming) but they can't jump.
- ✓ 4- Kangaroo can jump (slow - fast)

Sample of the post-test:

$$\begin{array}{r} 19 \\ \hline 20 \end{array}$$

The Post-test

Listening test

Name: Mena

Date: _____

Grade: Fifth

Listen and answer:

Question one (5 pts): Are the sentences true or false?

- 1- Mike and Lisa are visiting their grandmother. ✓
- 2- Mom has the cards. X
- 3- They give grandma one present. ✓
- 4- Grandma doesn't like the balloons. X
- 5- The present is a tall jacket. X





Question two (4 pts): Fill in the blanks with the correct word from the box:

cards	happy
balloons	present

- 1- It is her birthday today. They have cards and balloons
- 2- Dad is carrying a present
- 3- Grandma is very happy

Question three (4 pts): Match the picture with the word:

1- jumper
 2- birthday cake
 3- present
 4- grandmother

Question four (3 pts): Answer the following questions:

1- Who are going to grandma's house?

Mike and Lisa their grand Mother.

2- Why are they going to visit grandma?

It is birthday today.

3- What makes grandma happy?

she likes cards and the balloons.

Question five (4 pts): Choose the correct word:

1- They're going to grandma's house by (bus - car)

2- Mom is (carrying - making) a birthday cake.

3- Grandma (likes - dislikes) her present.

4- It is a new (black - orange) jumper.

Appendix (4)

Classroom observation

Day:..... Week:..... Unit:..... Period:..... Class:5th
grade.

No .	Item	Always	Normally	Sometimes	Seldom	Never
Comment on the following statements to determine the role of shadowing technique on improving listening comprehension:						
1.	enables the learner to improve her listening skills.					
2.	motivates the learner to participate in the lessons.					
3.	improves learner's pronunciation.					
4.	increases learner's self-confidence					
5.	has a positive effect on other language skills.					
6.	encourages the learner to make effort to pronounce unfamiliar words.					
7.	expands learner's English language vocabulary.					
8.	improves learner's intonation.					
9.	builds a sense of community in the classroom.					
10.	encourages the shy learner to cooperate with her friends.					
11.	helps the learner to follow fast speech					
12.	improves bottom-up processing listening skills.					
13.	attracts the learner's attention to language input.					
14.	Shifts from teacher centered approach into student centered approach					
15.	reduces the learner anxiety in dealing with the unfamiliar content.					

جامعة النجاح الوطنية
كلية الدراسات العليا

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الاستماعي لدى طلاب الصف الخامس في محافظة نابلس

إعداد

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إشراف

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قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا، جامعة النجاح الوطنية، نابلس، فلسطين.

2021

ب
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الملخص

هدفت هذه الدراسة الى استكشاف فعالية استخدام تقنية الظلال في تحسين مهارة الفهم الاستماعي لدى طلاب الصف الخامس في محافظة نابلس، وقد ظهرت الحاجة الى دراسة هذا الجزء من اللغة من ملاحظة الباحثة للمعوقات والصعوبات التي يواجهها الطلاب عند يكون لديهم عملية استماع.

لتحقيق هدف الدراسة، صمم اختبار شبه تجريبي. كان مجال الدراسة طالبات الصف الخامس في مدرسة عادل زعيتر الاساسية للبنات، تم اختيار 30 طالبة للمشاركة في هذا البحث والاتي تم توزيعهن بالتساوي في كلتا المجموعتين: التجريبية والضابطة بحيث اصبحت كل مجموعة تحتوي على 15 طالبة. استخدمت الباحثة اداتين لجمع المعلومات اللازمة والتي تتضمن: الاختبار القبلي والبعدي والملاحظة الصفية. اظهرت النتائج وجود تطور ملحوظ من ناحية مهارة الفهم الاستماعي لصالح طلاب المجموعة التجريبية.

تبعا للنتائج النهائية لهذه الدراسة، اوصت الباحثة معلمي اللغة الانجليزية باستخدام تقنية التظليل في الدروس الخاصة بمهارة الاستماع لجميع الاعمار، هذه بالإضافة الى تشجيعهم على تبني استراتيجيات وتقنيات جديدة في الغرفة الصفية من اجل تسهيل العملية التعليمية على الطلاب، واخيرا اوصت الباحثة المعلمين باستخدام تقنية التظليل لتطوير العديد من المهارات بجانب مهارة الفهم والاستيعاب ومن ضمنها: مهارة التحدث، اللفظ، والقراءة.