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**Exploring the Role of Shadowing in the Development of
EFL Learners' Speaking Skill:**

**A Case Study of Third Year Students of English at Mohamed
Kheider University of Biskra**

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of
the Requirements for the Master Degree in Sciences of Language

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Declaration

I hereby declare that the work entitled ‘‘Exploring the Role of Shadowing in the Development of EFL Learners’ Speaking Skill : A Case Study of Third Year Students of English at Mohamed Kheider University of Biskra’’ and supervised by Dr. Ahmed Chaouki HOADJLI of Mohamed kheider University of Biskra is entirely my own work. All the sources that I used (i.e., sources that are summarized, paraphrased, or quoted) have been alluded to and acknowledged by complete reference. This research is current and has not been submitted or executed heretofore at Mohamed Kheider University of Biskra, particularly in the Department of Foreign Languages or any other institution for a degree.

Raouia MANSEUR

Date :

(Signature)

Dedication

In the name of Allah, the most gracious, the most merciful

May peace and blessings of Allah be upon his Prophet Mohamed
(PBUH).

This work is dedicated to :

My beloved parents, my mother Aldjia GUERGUEB, the pillar of strength and the apple of my eye, and my father Mohamed, my hero and teacher. Best parents a daughter would ever wish. I am so proud of you “Mamiti” and Dad.

My siblings :

My stunning sisters : Manel and Ouiam

My cute brothers : Islam, Anis, and Ishak

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“The ones who are crazy enough to think that they can change the world, are the ones who do” (Steve Jobs).

“Education is not the learning of facts, but the training of the mind to think” (Albert Einstein).

Abstract

Mastering a language requires being a good speaker of that language. Speaking is no longer a dismissed issue, but a cardinal one. Most people are fascinated by those who can speak the language fluently and accurately. For that, speaking is regarded as the most critical skill, particularly in EFL classrooms. However, EFL learners encounter various problems apropos this communicative skill. Reluctance, lack of vocabularies, and other aspects are the main inducements for the speaking deficiency. Recent research suggests that language practice and rehearsal can foster the speaking skill of EFL learners. Researchers, such as Prof. Alexander Arguelles, have pioneered some methods and techniques that can improve the language skills of EFL learners. One of the most helpful paradigms that can assist students in the language learning process is shadowing. Thus, this mixed research aims at probing the relationship between the shadowing method/technique and the speaking skill of EFL learners. In this respect, it has been hypothesized that EFL learners can boost their speaking skill if they emulate a particular EFL recorded material. In addition, if EFL learners shadow a particular recorded input regularly, they will be more confident and engaged in performing the speaking tasks. Hence, many aspects related to EFL learning will be substantially improved through intensive listening to EFL recorded materials followed by simultaneous speaking. To attain this aim, a quasi-experiment, particularly its one-group pretest-posttest design, was adopted as a quantitative method. The latter is conducted on 16 participants selected purposely from Third Year students of English at Mohamed Kheider University of Biskra, as a case study for our research. Additionally, a questionnaire was administered to our sample after the assignment of this experiment. Above all, video recordings had potential value in the data collection and analysis as being a direct record of the pedagogical issues during all the stages of the experiment. Therefore, the results of *t*-test paired two-sample for means and those of the questionnaire revealed that shadowing helps language learners to hone many aspects related to the target language. The most essential aspect that has been developed is their speaking skill.

Table of Contents

Declaration	ii
Dedication.....	iii
Acknowledgments.....	iv
Abstract.....	v
Table of Contents.....	vi
List of Figures.....	xiv
List of Tables.....	xv
List of Graphs.....	xvii
List of Acronyms and Abbreviations.....	xix

General Introduction

Introduction.....	1
Statement of the Problem.....	2
Research Questions.....	3
Hypotheses.....	3
Aims of the Study.....	3
Significance of the Study.....	4
Literature Review.....	5
Methodology for the Present Study.....	8
Research Tools.....	8
Research Limitations.....	9
Structure of the Dissertation.....	10
Definition of Key Terms.....	11

Chapter One : Shadowing : Reviewing Fundamentals

Introduction.....	13
1. History of Shadowing.....	13
1.1 Shadowing in Psychology	13
1.1.1 Dichotic Listening Task.....	15
1.2 Shadowing in Interpretation.....	15
1.3 Shadowing in Language Learning.....	16
1.3.1 Professor Alexander Arguelles and the Shadowing Experience.....	17
1.4 Different Names for Shadowing.....	17
2. Shadowing : Definition.....	18
2.1 Shadowing Speed	19
2.1.1 Lag : Definition.....	19
2.1.2 The Role of Pauses.....	20
2.2 Shadowing versus Repetition.....	20
3. Types of Shadowing.....	21
3.1 Kurata’s Types of Shadowing.....	21
3.1.1 Full Shadowing.....	21
3.1.2 Slash Shadowing.....	21
3.1.3 Silent Shadowing.....	22
3.1.4 Part Shadowing.....	22
3.1.5 Part Shadowing + Comment.....	22
3.1.6 Part Shadowing + Question.....	23

3.2 Murphey’s Types of Shadowing.....	24
3.2 .1 Complete Shadowing.....	24
3.2.2 Selective Shadowing.....	24
3.2.3 Interactive Shadowing.....	24
3.3 Norman’s Types of Shadowing.....	25
3.3.1 Phonemic Shadowing.....	25
3.3.2 Phrase Shadowing.....	26
3.4 Kadota and Tamai’s Types of Shadowing.....	26
3.4.1 Mumbling.....	26
3.4.2 Synchronized Reading.....	26
3.4.3 Prosody Shadowing.....	27
3.4.4 Content Shadowing.....	27
3.5 Rhythm Shadowing.....	28
3.6 “About you” Shadowing.....	28
3.7 Delayed Shadowing.....	28
3.8 Conversational Shadowing.....	28
4. Stages of the Shadowing Task.....	29
4.1 Materials to Shadow.....	30
5. The Role of Memory in Shadowing.....	31
5.1 The Kinds of Memory Involved in Shadowing.....	31
5.2 Attending.....	32
5.3 Speech Processing.....	32
5.3.1 Top-down Processing.....	32

5.3.2 Bottom-up Processing.....	33
6. Shadowing and Classroom Activities.....	33
6.1 Lesson Shadowing.....	33
6.1.1 Pre-shadowing.....	33
6.1.2 Post-shadowing.....	34
6.2 Classroom Peer-shadowing.....	34
7. Advantages of Shadowing.....	35
7.1 Improving the Listening Skill.....	35
7.2 Improving Listening Comprehension.....	35
7.3 Improving the Speaking Skill.....	36
7.4 Enhancing Oral Fluency.....	36
7.5 Improving the Reading Skill.....	36
7.6 Improving Prosody and Concentration.....	36
7.7 Boosting the Working Memory.....	37
7.8 Managing the Mental lexicon.....	37
8. Disadvantages of Shadowing.....	38
8.1 Disregarding Ideas.....	38
8.2 A Demanding and Difficult Task.....	38
Conclusion.....	39

Chapter Two : Speaking: Basic Assumptions

Introduction.....	40
1. Speaking as a Process: Definition.....	40
1.1 Speaking versus Talking.....	41
1.2 Definition of the Speaker.....	42
2. Types of Speaking.....	42
2.1 Imitative.....	43
2.2 Intensive.....	43
2.3 Responsive.....	43
2.4 Interactive.....	44
2.5 Extensive.....	44
3. Functions of Speaking.....	44
3.1 Talk as Interaction.....	44
3.2 Talk as Transaction.....	45
3.3 Talk as Performance.....	45
4. The meaning of Effective Speaking.....	46
5. Aspects of Effective Speaking.....	46
5.1 The Use of Body Language.....	47
6. The constituents of Effective Speaking.....	48
6.1 What to Say.....	48
6.1.1 Perfect Clarity of Purpose and Thought.....	48
6.1.2 An interesting Content.....	49

6.2 How to Say.....	49
6.2.1 Self-confidence.....	49
6.2.2 Command of Words.....	50
6.3 When to Say.....	50
7. Definition of the Speaking Skill.....	50
7.1 The Importance of the Speaking Skill.....	51
7.2 The Speaking Skill and the Listening Skill.....	52
8. Components of the Speaking Skill.....	53
8.1 Grammar.....	53
8.2 Vocabulary.....	53
8.3 Pronunciation.....	54
8.4 Fluency.....	54
8.5 Accuracy.....	55
8.6 Comprehension.....	55
9. Speaking in the Classroom.....	56
9.1 Speaking in a Language Lesson.....	56
9.2 Problems of Speaking in the Classroom.....	56
9.2.1 Reticence.....	56
9.2.2 Lack of Vocabulary.....	57
9.2.3 Shyness.....	57
9.2.4 Lack of Self-confidence.....	58
Conclusion.....	59

Chapter Three :Field Work and Data Analysis

Introduction.....	60
1. Description and Analysis.....	60
1.1 Research Methodology.....	60
1.2 Population and Sample.....	61
1.3 Consent Letter.....	64
1.4 Mock Test.....	64
1.5 Quasi-experiment.....	66
1.5.1 Pretest.....	66
1.5.1.1 Session One.....	66
1.5.1.1.1 Task 1.....	67
1.5.1.1.2 Task 2.....	69
1.5.1.1.3 Task 3.....	69
1.5.1.2 Session Two.....	70
1.5.1.2.1 The Speaking Skill Task.....	70
1.5.2 Treatment.....	72
1.5.2.1 Session Three.....	72
1.5.2.2 Session Four.....	72
1.5.3 Progress Test.....	73
1.5.4 Posttest.....	78
1.5.4.1 Session Five.....	78
1.5.4.1.1 Task 1.....	78
1.5.4.1.2 Task 2.....	80
1.5.4.1.3 Task 3.....	81
1.5.4.2 Session Six.....	81
1.5.4.2.1 The Speaking Skill Task.....	81
1.6 <i>t</i> -Test : Pretest and Posttest.....	83
1.6.1 Task 1.....	84
1.6.2 The Speaking Skill Task.....	86
1.7 Questionnaire.....	88
1.7.1 Section 1: Background Information.....	89
1.7.2 Section 2: Perceptions of Speaking.....	89

1.7.3	Section 3: Listening and Imitation.....	89
1.7.4	Section 4: The Process of Shadowing.....	89
1.7.5	Section 5: Opinionnaire.....	90
1.7.1	The Pilot Stage.....	90
1.7.1.1	Section 5: Opinionnaire.....	91
1.7.2	Administration.....	95
1.7.3	The Main Investigation.....	95
1.7.3.1	Section 1: Background Information.....	95
1.7.3.2	Section 2: Perception of Speaking.....	99
1.7.3.3	Section 3: Listening and Imitation.....	111
1.7.3.4	Section 4: The Process of Shadowing.....	114
1.7.3.5	Section 5: Opinionnaire.....	127
2.	Discussion and Results.....	132
2.1	Mock Test.....	132
2.2	Quasi-experiment.....	133
2.2.1	Progress Test.....	133
2.3	t-Test: Pretest and Posttest.....	134
2.3.1	Task 1.....	134
2.3.2	The Speaking Skill Task.....	134
2.4	Questionnaire.....	135
2.4.1	The Pilot Stage.....	135
2.4.2	The Main Investigation.....	137
	Conclusion.....	139
	General Conclusion and Pedagogical Implications.....	141
	References.....	145
	Appendices	

List of Figures

Figure 1.1 Shadowing and memory.....	32
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List of Tables

Table 1.1 Kurata's types of shadowing (2007).....	23
Table 1.2 Murphey's types of shadowing (2001).....	25
Table 1.3 Kadota and Tamai's types of shadowing (2005).....	27
Table 3.1 Rate and total number of the population and sample.....	62
Table 3.2 The scores of the experimental group in the mock test.....	65
Table 3.3 The pretest scores : task 1.....	68
Table 3.4 The speaking skill scores: pretest.....	71
Table 3.5 Shadowing recorded materials on Spring's holiday.....	74
Table 3. 6 Repetition times required for shadowing.....	75
Table 3.7 The inclusion of pauses during shadowing.....	77
Table 3.8 The posttest scores: task 1.....	79
Table 3.9 The speaking skill scores : posttest.....	82
Table 3.10 <i>t</i>-Test : paired two-sample for means: task 1.....	84
Table 3.11 <i>t</i>-Test :paired two-sample for means: the speaking skill.....	86
Table 3. 12 The quality of the questionnaire's layout.....	91
Table 3.13 The clarity of instructions.....	92
Table 3.14 Confusion regarding the questions proposed in the questionnaire.....	93
Table 3.15 Gender of the participants.....	96
Table 3.16 Age group of the participants.....	97
Table 3.17 The language level of the participants.....	98
Table 3.18 The most desired language skill to be developed.....	100
Table 3.19 Agreement / disagreement with the difficulty of the speaking skill.....	101

Table 3.20 Aspects required for mastering the speaking skill.....	103
Table 3.21 Level of participants in speaking.....	104
Table 3.22 The problems encountered in speaking.....	105
Table 3.23 The frequency of speaking in the classroom.....	107
Table 3.24 The teacher’s encouragement in the classroom.....	108
Table 3.25 Practising speaking outdoor.....	109
Table 3.26 The frequency of listening to EFL recorded materials.....	111
Table 3.27 The likelihood of imitating an EFL recorded material.....	112
Table 3.28 Agreement / disagreement with the adoption of shadowing in EFL classrooms.....	115
Table 3.29 The efficiency of shadowing.....	116
Table 3.30 The application of shadowing.....	117
Table 3.31 The inclusion of pauses in the shadowing process.....	118
Table 3.32 The difficult aspects to be shadowed.....	119
Table 3.33 Shadowing and effective listening.....	121
Table 3.34 The helpfulness of shadowing in terms of listening comprehension.....	122
Table 3.35 The production of sounds and shadowing.....	123
Table 3.36 Voabulary expansion through shadowing.....	124
Table 3.37 Shadowing and confidence in speaking.....	126
Table 3.38 The quality of the questionnaire’s layout.....	127
Table 3.39 The clarity of instructions.....	129
Table 3.40 Confusion regarding the questions proposed in the questionnaire.....	130
Table 3.41 Common reference levels.....	133

List of Graphs

Graph 3.1 The total number of population and sample.....	63
Graph 3.1.1 Sample composition: rates.....	63
Graph 3.2The scores of the experimental group in the mock test.....	65
Graph 3.3 The pretest scores: task 1.....	68
Graph 3.4 The speaking skill scores: pretest.....	71
Graph 3.5 Shadowing recorded materials on Spring's holiday.....	74
Graph 3. 6 Repetition times required for shadowing.....	76
Graph 3.7The inclusion of pauses during shadowing.....	77
Graph 3.8 The posttest scores: task 1.....	80
Graph 3.9 The speaking skill scores : posttest.....	83
Graph 3.10 <i>t</i> -Test : paired two-sample for means: task 1.....	85
Graph 3.11 <i>t</i> -Test : paired two-sample for means: the speaking skill.....	87
Graph 3.12 The quality of the questionnaire's layout.....	92
Graph 3.13 The clarity of instructions.....	93
Graph 3.14 Confusion regarding the questions proposed in the questionnaire.....	94
Graph 3.15 Gender of the participants.....	96
Graph 3.16 Age group of the participants.....	97
Graph 3.17 The language level of the participants.....	99
Graph 3.18 The most desired language skill to be developed.....	100
Graph 3.19 Agreement / disagreement with the difficulty of the speaking skill....	102
Graph 3.20 Aspects required for mastering the speaking skill.....	103

Graph 3.21 Level of participants in speaking.....	104
Graph 3.22 The problems encountered when speaking.....	106
Graph 3.23 The frequency of speaking in the classroom.....	108
Graph 3.24 The teacher’s encouragement in the classroom.....	109
Graph 3.25 Practising speaking outdoor.....	110
Graph 3.26 The frequency of listening to EFL recorded materials.....	112
Graph 3.27 The likelihood of imitating an EFL recorded material.....	113
Graph 3.28 Agreement / disagreement with the adoption of shadowing in EFL classrooms.....	115
Graph 3.29 The efficiency of shadowing.....	116
Graph 3.30 The application of shadowing.....	117
Graph 3.31 The inclusion of pauses in the shadowing process.....	118
Graph 3.32 The difficult aspects to be shadowed.....	120
Graph 3.33 Shadowing and effective listening.....	121
Graph 3.34 The helpfulness of shadowing in terms of listening comprehension.....	122
Graph 3.35 The production of sounds and shadowing.....	124
Graph 3.36 Voabulary expansion through shadowing.....	125
Graph 3.37Shadowing and confidence in speaking.....	127
Graph 3.38 The quality of the questionnaire’s layout.....	128
Graph 3.39 The clarity of instructions.....	129
Graph 3.40 Confusion regarding the questions proposed in the questionnaire.....	130

List of Acronyms and Abbreviations

ALM	Audio-lingual Method
CD	Compact Disc
Dr.	Doctor
EFL	English as a Foreign Language
ELLs	English Language Learners
i.e.	Id est
L1	First Language, Native Language
P B U H	Peace Be Upon Him
Ph.D.	Doctor of Philosophy
Prof.	Professor
SI	Simultaneous Interpretation
SLP	Speech Language Pathologist
TL	Target Language
Viz.	Videlicet

General Introduction

Introduction.....	1
Statement of the Problem.....	2
Research Questions.....	3
Hypotheses.....	3
Aims of the Study.....	3
Significance of the Study.....	4
Literature Review.....	5
Methodology for the Present Study.....	8
Research Tools.....	8
Research Limitations.....	9
Structure of the Dissertation.....	10
Definition of Key Terms.....	11

General Introduction

Speaking is a delicate issue in EFL teaching/learning domain. It is still a confusing subject for many researchers in this arena since what is successful for one learner as a method for improving the speaking skill might not be so for other learners. In English language contexts, speaking skilfully requires intensive practice, and in some cases, it demands a lot of feedback from others, namely EFL teachers or more competent speakers of that language. The dominance of English globally being as a prevailing means of communication has fascinated many researchers and elicited a desire to develop the speaking skill of EFL learners. It appears that although speaking English is becoming more valuable, the English language is virtually a disregarded and trivialized issue in non-native countries, specifically Algeria. It might be due to the fact that English is taught and learnt as a subject, rather than as a language primarily, which means emphasizing speaking in EFL classrooms. For most EFL learners, the process of learning English is difficult and the improvement of their speaking skill is frightening.

EFL learners dread speaking for many reasons. As a matter of fact, the improvement of the speaking skill is weakened by many unfavourable elements. Most EFL learners depend entirely on their teacher. That is, they do not attempt to adjust themselves to language learning or seek opportunities to practise speaking; for example, they can evolve their speaking skill through listening to podcasts, practising English with peers, and other activities. Being a skilled speaker of a language has an important impact in a particular exchange. The fact that new technologies regarding language learning become very useful has eased communication with native speakers of any language, particularly English, and brought some useful tools that promote the speaking skill development and assist learners in the language learning process. Developing passion for improving the speaking skill of EFL learners can be a very terrifying task. Learners should be aware of the importance of speaking either inside or outside the classroom; hence, stimulating interest in the speaking skill development is one of the most fundamental reasons that provoked our research. The instant need to improve the communicative abilities of most EFL learners through emulating a particular EFL input is the central matter of the present study since the demanding epoch that is based on technology does not rely anymore on ancient approaches to teach/learn speaking, but on some modern techniques that can be useful, easily applicable, and enjoyable. This what is not unfortunately used in Algerian

contexts (i.e., EFL classrooms in Algeria), although it can shift language learning toward a better level and enable learners to competently communicate in the target language. For that, it has been hypothesized in this present research that the imitation of a particular recorded input can evolve EFL learners' speaking skill.

In short, since speaking is one of the most difficult skills to be mastered for most EFL learners, it would be essential to introduce a useful technique that can be employed even by the learner him/herself, and a valuable paradigm that can support instruction in speaking and evolve the communicative abilities of learners through intensive listening followed by simultaneous speaking. As a result, this can be auspicious and helpful for EFL teaching/learning process.

Statement of the Problem

The mastery of the speaking skill is primordial to the language learning process. Decisively, it is regarded as the most vital and influential productive skill. The latter enables students to persuade, inform, convey meanings, and reflect particular opinions. It involves primarily interaction, and is used frequently in academic settings (viz., EFL classrooms). EFL learners are required to master this skill for various reasons, such as educational career, personal life, social relationships, and other matters. Apparently, most EFL learners encounter a remarkable and leading difficulty in developing their speaking skill. The researcher has noticed that these learners are almost reluctant to speak in class and regard speaking as the most convoluted and formidable skill since they have to focus on many aspects when speaking. Chiefly, these aspects relate to correct grammar, native-like pronunciation, appropriate tone and intonation. However, during the educational career, the researcher has observed that the deficiency of the speaking skill seems to be resulted from the fact that EFL learners do not attempt to emulate a particular recorded material related to EFL learning. We strongly believe that the lack of exposure to sounds and structures of the target language and the dearth of language practice and rehearsal are the main inducements for the inadequacy of the speaking skill.

Many researchers consider that the integration of modern techniques that promote the use of certain technological gadgets helps a lot in the improvement of the speaking skill of EFL learners. For that, the present study assumes that the imitation of a particular recorded input can enhance the communicative abilities of EFL learners. The researcher presumes

that it can be very useful to train learners' ears on language sounds and structures, provide exposure to new vocabulary, and strengthen the speaking skill by supporting oral fluency. Therefore, EFL learners can evolve their speaking skill through imitating an EFL input. That is, they can shadow a particular recorded material.

Research Questions

The current study addresses four main questions. These questions are interrelated and serve to provide a focal point.

1. Does the adoption of the shadowing method contribute to the evolution of the speaking skill of EFL learners ?

2. Does shadowing support instruction in speaking and encourage EFL learners to speak more effectively in the classroom ?

3. How to adopt the shadowing method in EFL classrooms, and how are students required to shadow a particular material outside the classroom ?

4. Does shadowing afford EFL learners more chances to practise speaking ?

Hypotheses

This study is founded on three pivotal hypotheses :

Hypothesis 1 : EFL learners can boost their speaking skill if they emulate a particular EFL recorded material.

Hypothesis 2 : If EFL learners shadow a particular recorded input regularly, they will be more confident and engaged in performing the speaking tasks.

Hypothesis 3 : Many aspects related to EFL learning will be substantially improved through intensive listening to EFL recorded materials followed by simultaneous speaking.

Aims of the Study

General Aim

The current study aims at discovering what relationship exists between speech shadowing and the communicative abilities of EFL learners. In other words, it aims at probing the role of speech shadowing in developing the speaking skill of English language learners.

Specific Aims

1. This study attempts to vindicate that shadowing is a helpful method that trains learners to develop many aspects related to speaking and deals with their poor communicative abilities effectively.
2. It aims at engaging students in the language learning process, especially those who are reluctant to speak, and attempts to create interaction and foster participation in EFL classrooms.
3. It attempts also to ascertain that this method is useful and valuable and can be applicable, not merely by EFL learners, but also by EFL teachers to teach a particular input skilfully in their classrooms.
4. This research also attempts to promote scientific thinking through supporting the use of technological tools that assist students in the language learning process.

Significance of the Study

This study is addressed to people involved in EFL teaching/learning process, that is, English language teaching practitioners (teachers) and learners. It contributes academically to the improvement of EFL instruction, specifically speaking, as well as in the development of the speaking skill of English language learners. Reasons for endorsing this study may refer to the fact that this study can provide EFL teachers with an effective method to train their students and encourage them to speak easily. It can also afford students a beneficial technique to assist aspects, such as oral fluency and vocabulary expansion. This study has a critical contribution as it diminishes the problems that ELLs face in speaking, such as reluctance, lack of confidence, and inhibition. Therefore, it can help learners to overcome some psychological problems. In addition, it may ease the task of teaching speaking in EFL classrooms through promoting interaction and participation indirectly. In light of this, the study has a great significance since it introduces a paradigm that can change the way EFL learners passively learn the language, particularly speaking

English, which means forming actively engaged speakers of that language and presenting more advantageous results regarding the improvement of English communication skills.

Literature Review

Successful communication is based on proficiency in the four language skills, which are listening, speaking, reading, and writing. The ability to speak skilfully is a predominant matter for most English language learners. The speaking skill is paramount, and to some extent complex and difficult to be developed. EFL learners have to develop this skill because of varied reasons such as educational career development, social interaction, and job requirement. Hence, EFL learners need a durable instruction in this skill for a better language learning. The existing literature deals with varied elements related to the subject under investigation.

Regarding methods and techniques for improving the speaking skill, it has been alluded to the role played by a recent method/technique called shadowing. Eizmendi et al. (2007) state that it “is a technique for learning a foreign language in which the hearer imitates the exemplar’s words just after they are spoken” (p. 281). Some studies assume that shadowing affords students several speaking practices since it involves the production of varied sounds, and the use of stress patterns and intonation. Therefore, students will be able to respond and use language without thinking too hard. In other words, they will be more fluent in speaking. Namely, Schweda-Nicholson claims that shadowing is adopted to develop listening, speaking, and second language learning (cited in Snell-Hornby et al. 1994). In addition, Hatasa et al. (2011) emphasise that “This technique is found to improve both speaking and listening skills among foreign language learners because it helps them to process information faster” (p. 294).

In his video, Julian (2012) demonstrates how one can improve English speaking and fluency through shadowing. He adds that one of the best features of this method is that it enables a learner to practise pronunciation and train him/herself to be fluent in speaking even at home. Rost and Wilson (2013) emphasise that “shadowing is a useful technique for students who are very reticent to speak in more open discussion activities” (p. 115). In addition, some researchers have emphasised its role in the improvement of the listening skill. For instance, Moser considers shadowing as an effective exercise that enhances listening concentration (cited in Snell-Hornby et al., 1994).

As a result, it is contended that shadowing is similar to the audio-lingual method, especially in terms of input imitation and listening and speaking skills' development. The audio-lingual method (ALM) had been widely used to improve the speaking skill of foreign language learners. ALM was also known as the Army method. Particularly in EFL classrooms, Comings et al. (2008) claim that the audio-lingual was a dominant method in the United States for many years. The latter stresses that learners have to drill and repeat dialogues in order to develop their speaking skill. Its theory states that speaking can be learnt since grammar rules will be automatically applied due to continuous practice. Similarly, Norland and Pruett-Said (2006) argue that the development of the audio-lingual method during the Second World War was due to the inadequacy of some approaches related to the speaking skill improvement. Hence, ALM focuses on developing the communicative skills that learners need in their daily life, especially the listening and speaking skills (Nagaraj, 1996).

Although these two methods share some characteristics, they differ in many aspects. For example, Tyler and Marslen-Wilson (1981) believe that "the speech shadowing task requires the listener to hear speech over headphones, and to repeat aloud what he is hearing with as short a delay as possible" (p.608). Whereas, in the ALM tasks, Norland and Pruett-Said (2006) argue that "students are asked to repeat correctly the word or phrase that the teacher has said" (p. 2). Furthermore, shadowing involves listening to a particular input. This input is basically recorded, belongs to the target language materials, and produced or presented by a purely native speaker of that language. This method therefore cannot be applicable by emulating a non-native speaker of the target language because the listener will be automatically exposed to a wrong pronunciation, and inappropriate stress patterns and intonation. However, the basic source for the audio-lingual method is the teacher. In most cases, specifically in foreign language classrooms, the teacher is a non-native speaker of the target language. This can be considered as a gap and weakness for this method since it affects negatively all the aspects related to speaking, such as pronunciation, stress, intonation, and other patterns. For instance, students may pronounce words wrongly, stress them inappropriately, and use a rising intonation instead of a falling one.

It is in fact believed that the ALM has failed in developing the speaking skill in EFL classrooms. This is what many researchers agreed on and proved because it focuses on input and dismisses output. Its main aim is training students to produce correct grammar

neglecting meaning. For instance, Mukalel (2007) argues that “although drills and repetitions practice have their good place in language learning, an excessive stress on drills may adversely affect language learning” (p. 83). In brief, shadowing is greatly dissimilar to the audio-lingual method.

As stated before, it has been proved that shadowing develops the listening skill. On the one hand, Hamada (2012) states that “the effectiveness of shadowing on improving listening comprehension skills has been examined in classroom research” (p.4). On the other hand, Arnold and Murphey (2013) assume that “shadowing is also similar to active listening” (p.177). As a matter of fact, active listening involves closely listening to and monitoring what the speaker has said. This can be done through shadowing (Rostand Wilson, 2013). It involves the use of eye contact and verbal as well as non-verbal cues. As a result, active listening expresses sympathy and interest and promotes interaction. Basically, it is the repetition of what the speaker has said to confirm his speech and show that the listener is completely interested and engaged in the communicative exchange.

However, this method differs from shadowing in many aspects. It does not mean only being closely attentive to what the speaker has said, but also being a feedback provider to show understanding (Miller andMeinzinger, 2014). Active listening is deemed one of the most effective elements for a successful interview. In other words, “active listening is the key to a productive interview. Active listening allows the interviewer to clarify and confirm the interviewee’s statements throughout the interview” (ibid., p.329). Hence, active listening is not suitable for all classroom activities. In fact, it can be an irritating task if it is used a lot, and in some cases, if it is not used appropriately as in the case of making requests or statements that do not require clarification from the listener; for example, if the speaker says : the test will be started now, or we are missing the boat. Then, it would be inappropriate in this case that the listener uses active listening to show understanding and confirms what s/he has heard. Active listening cannot be either completely pertinent for a variety of situations, or practical and valid for all the classroom speaking activities. As a result, it differs from shadowing in many aspects.

In brief, foreign language teaching should aim at improving the language skills of foreign language learners, particularly their speaking skill. This implies advocating some methods and techniques that engage students in the language learning process and foster the use of language intensively, practising speaking. Therefore, EFL learners should be

mindful of the importance of developing their speaking skill. More precisely, improving the speaking skill should be the cardinal issue of EFL teaching /learning process.

Methodology for the Present Study

This research is primarily quasi-experimental. It is appertained to cause and effect relationship, that is, it identifies the relation between shadowing and learners' speaking skill. This research that relies on quantitative and qualitative approaches adopts a case study as a research strategy. In other words, the type of quantitative method that will be adopted in this research is quasi-experiment. In addition, a case study will be adopted as a type of qualitative method to conduct the practical part and test the validity of the research hypotheses. Hence, this research is mixed. Basically, it serves to provide a solution for the research problem, and its results afford absolute answers to the questions raised in this research.

Research Tools

The present research rests on Quasi-experimental design that uses non-randomization. The adoption of the latter is mainly due to time restriction. The experiment established includes a pretest, treatment, and posttest assigned to the same participants. Simply, it is based on a sophisticated type of Quasi-experimental design that is called one-group pretest-posttest design. As a matter of fact, the procedure for sampling that was used is non-probability, basically purposive sampling was adopted as a type of sampling. Hence, the experiment will be performed on a group from Third Year students of English at Mohamed Kheider University. Our population is composed of 372 students of English. As a sample, 16 students have been selected, particularly from groups 1, 2, 3, 4, 5, 8, and 10. The majority of those participants are females (11 females and 5 males).

To demonstrate the effect of the treatment, a comparison will be made between the scores of pretest and posttest. The latter will partially validate the research hypotheses. In addition, the attempts of those participants to shadow a particular input during the experiment will be recorded using a video camera. These recordings will provide a palpable example of the significant contribution that shadowing may have in the improvement of learners' speaking skill. A questionnaire that reflects this research

will also be used as a method to collect data being assigned to those participants in order to fully validate the research hypotheses.

Research Limitations

The current research attempts to take into account all the weaknesses that can be rampant, and that may affect the outcome of the study. This research examines the problems and the difficulties that may be encountered due to the adoption of this method. The limitations of this research may refer to some pedagogical and materialistic matters, such as sample composition, time, context change and/or instrumentation change during the pretest and posttest that may affect the scores of the participants. They may also include some psychological factors such as reticence and shyness of some learners, difficulty of repetition, dearth of interaction and participation, boredom, demotivation, and anxiety. In order that these limitations do not affect the results of the research, it will be a requisite matter to deal with them effectively. As an illustration, the pedagogical and psychological problems can be diminished through the use of some efficient tools that engage learners and promote interaction and participation.

Regarding the review of literature, there was a dearth of sources related to the subject under- investigation, which means that the sources that concern the relationship between shadowing and the speaking skill. This is due to the fact that our subject has been scarcely conducted in previous research. However, this will be reinforced through the investigation, which means that another contribution in this area will be established through our present research. Therefore, this investigation will be executed at Mohamed Kheider University in Biskra region.

Although some restrictions may be established regarding the use of a video camera to record all the pedagogical process during the stages of the experiment (pretest, treatment, and posttest), the administration of the Section of English has approved on our request regarding the use of video recording. In fact, our participants have expressed no objection towards the video camera use. They have generously welcomed this idea and felt at ease during the filming.

It is believed that the researcher should possess an experience regarding the assessment of the speaking skill. However, in accordance with the guidance of some teachers and their experience in the oral expression module instruction, we attempted to assess our participants' speaking skill appropriately based on its four aspects disregarding fluency, which means that we considered grammar, vocabulary, pronunciation, accuracy, and comprehension. We believed that the fluency aspect cannot be easily assessed by a non-native speaker of the English language. This aspect can be assessed either by a native speaker of the target language or some software products and/or programmes, such as Express SLP.

It was intended to use the shadowing method/technique as it is applicable by its inventor prof. Alexander Arguelles, which means using a pair of headphones or earphones; however, due to some restrictions related to the lack of materials in Mohamed Kheider University of Biskra, primarily headphones, shadowing was practised as it is suggested by Julian, which means without the use of headphones or earphones. In other words, we have used our portable computer being attached to speakers with a good quality of voice in which students have to listen to the same source and shadow.

Although one participant (6) was absent in session 4, he has performed well in the posttest stage. This can allude to his understanding of what has been taught in session 3 since we have illustrated and provided a detailed explanation about the shadowing method/technique.

Structure of the Dissertation

This dissertation primarily attempts to reflect the subject matter. It is a dualistic research in terms of nature that is composed of theoretical and practical part. The theoretical part provides a conceptual overview related to the subject under-investigation. This part is composed of two chapters. The first chapter highlights the fundamentals related to shadowing, and the second chapter presents the basic assumptions of speaking. The practical part (i.e., the field work) identifies the implementation of some research tools. Further, it analyses and interprets data collected from these tools.

Chapter One

This chapter provides a background on shadowing and reviews the fundamental concepts related to this paradigm. It introduces a historical overview of shadowing, and presents a detailed definition of this method. Even more, it specifies the various types of shadowing and gives an idea about its stages. This chapter emphasises the role of memory and its contribution in the process of shadowing and demonstrates the various activities that can be implemented in accordance with shadowing. Finally, it presents the various benefits that shadowing may afford a particular speaker, as well as it considers the possible disadvantages of this method.

Chapter Two

The present chapter is devoted to discuss the basic assumptions regarding speaking. It provides a definition of speaking as a process and as a skill. In addition, it emphasises the different types and functions that speaking may have. The latter provides an interesting meaning of effective speaking and explains the different features and the various constituents of it. Another major focus of this chapter is the discussion of the sub-skills of the speaking skill. Additionally, this chapter provides an idea about speaking in the language lesson and presents some of the speaking problems that students may encounter in the classroom.

Chapter Three

This chapter deals with the field work and data analysis that explores the vital role that shadowing may have in the improvement of learners' speaking skill. The field investigation describes the population and sample and presents the different tools that were used to collect data, including the use of video recordings, and the assignment of the questionnaire. The present chapter also focuses on data analysis. It provides comments on the recordings, the findings of the experiment, and the answers of the questionnaire provided by the participants involved in this experiment, as well as it discusses and presents the results of this research.

Definition of Key Terms

The title of this dissertation includes some technical words. The concepts provided in the latter might be unclear to readers. For that, it would be essential to provide short definitions for its basic expressions, that is, shadowing, EFL Learners, and Speaking Skill.

Shadowing

Sin-wai (2004) defines shadowing as a “technique of listening to a source language message and at the same time repeating (in the same language) what one hears” (p.205).

EFL Learners

It refers to English as a Foreign Language Learners. According to Martin and Loomis, they are students who are learning this language in a country where English is not the primary language (2014).

Speaking Skill

Speaking is the productive skill that refers to the process of delivering speech and conveying meaning to a particular listener. Regarding language learning, Safont and Compoy (2002) emphasised that the speaking skill is critical, and when it is referred to speaking a language, this means knowing this language.

Chapter One : Shadowing : Reviewing Fundamentals

Introduction.....	13
1. History of Shadowing.....	13
1.1 Shadowing in Psychology	13
1.1.1 Dichotic Listening Task.....	15
1.2 Shadowing in Interpretation.....	15
1.3 Shadowing in Language Learning.....	16
1.3.1 Professor Alexander Arguelles and the Shadowing Experience.....	17
1.4 Different Names for Shadowing.....	17
2. Shadowing : Definition.....	18
2.1 Shadowing Speed	19
2.1.1 Lag : Definition.....	19
2.1.2 The Role of Pauses.....	20
2.2 Shadowing versus Repetition.....	20
3. Types of Shadowing.....	21
3.1 Kurata’s Types of Shadowing.....	21
3.1.1 Full Shadowing.....	21
3.1.2 Slash Shadowing.....	21
3.1.3 Silent Shadowing.....	22
3.1.4 Part Shadowing.....	22
3.1.5 Part Shadowing + Comment.....	22
3.1.6 Part Shadowing + Question.....	23

3.2 Murphey’ s Types of Shadowing.....	24
3.2 .1 Complete Shadowing.....	24
3.2.2 Selective Shadowing.....	24
3.2.3 Interactive Shadowing.....	24
3.3 Norman’s Types of Shadowing.....	25
3.3.1 Phonemic Shadowing.....	25
3.3.2 Phrase Shadowing.....	26
3.4 Kadota and Tamai’ s Types of Shadowing.....	26
3.4.1 Mumbling.....	26
3.4.2 Synchronized Reading.....	26
3.4.3 Prosody Shadowing.....	27
3.4.4 Content Shadowing.....	27
3.5 Rhythm Shadowing.....	28
3.6 “About you” Shadowing.....	28
3.7 Delayed Shadowing.....	28
3.8 Conversational Shadowing.....	28
4. Stages of the Shadowing Task.....	29
4.1 Materials to Shadow.....	30
5. The Role of Memory in Shadowing.....	31
5.1 The Kinds of Memory Involved in Shadowing.....	31
5.2 Attending.....	32
5.3 Speech Processing.....	32
5.3.1 Top-down Processing.....	32

5.3.2 Bottom-up Processing.....	33
6. Shadowing and Classroom Activities.....	33
6.1 Lesson Shadowing.....	33
6.1.1 Pre-shadowing.....	33
6.1.2 Post-shadowing.....	34
6.2 Classroom Peer-shadowing.....	34
7. Advantages of Shadowing.....	35
7.1 Improving the Listening Skill.....	35
7.2 Improving Listening Comprehension.....	35
7.3 Improving the Speaking Skill.....	36
7.4 Enhancing Oral Fluency.....	36
7.5 Improving the Reading Skill.....	36
7.6 Improving Prosody and Concentration.....	36
7.7 Boosting the Working Memory.....	37
7.8 Managing the Mental lexicon.....	37
8. Disadvantages of Shadowing.....	38
8.1 Disregarding Ideas.....	38
8.2 A Demanding and Difficult Task.....	38
Conclusion.....	39

Chapter One : Shadowing : Reviewing Fundamentals

Introduction

Shadowing has been introduced as a superior experimental task and paramount exercise in several domains. The latter has been recommended as one of the best methods/techniques in the domain of foreign language learning. This chapter stresses that shadowing can be extremely useful and suitable for all learners with different levels in the language learning process. Throughout this chapter, shadowing will be discussed in details providing a meticulous review of its main fundamentals. The chapter presents the various definitions and itemizes the different types of this method. Furthermore, it identifies its stages and emphasises the role of memory in the process of shadowing, as well as it attempts to explore its role in classroom settings. This chapter also discusses the diverse advantages and the probable disadvantages that shadowing may have. In short, the major focus of the present chapter is reviewing the fundamental aspects of shadowing.

1. History of Shadowing

1.1 Shadowing in Psychology

Shadowing was first introduced in the domain of psychology. Particularly, it was used in the experiments of cognitive and experimental psychology. In this way, shadowing was deemed an efficient technique to probe various aspects related to the human brain. In the late 50's, speech shadowing was primarily introduced in the studies of speech perception and stuttering by the Leningrad Group led by Ludmilla Andreevna Chistovich ("Speech shadowing", 2015). Basically, experimental psychology has used shadowing as a technique to study speech processing. The latter, according to Groome (2014), refers to "the scientific testing of psychological processes in human and animal subjects" (p. 5).

Hamers and Blanc (1989) argue that "shadowing is a task commonly used in experimental psychology to explore simultaneous processing of input and output language" (p.246). As an example of the experiments conducted in this area, Cohen (1980) used shadowing as a technique to investigate the correction of speech errors. In his experiment, the researcher examined how subjects corrected intentional mispronunciations after shadowing them as

they are in spoken texts. The results of this experiment emphasise the role of the word in speech processing (cited in Broecke et al., 1983).

Then, a model of word recognition was developed by Marslen-Wilson (1984, 1987) and Welsh (1978) called the cohort model.

The central idea of the model is that as we hear speech, we set up a cohort of possible items the word could be. Items are then eliminated from this set until only one is left. This is then taken as the word currently trying to be recognized. (cited in Harley, 2001, p. 229)

In 1978, shadowing was used by these two researchers to analyse the interaction of syntax and semantics in word recognition (ibid.). Thus, shadowing was implemented as an exercise to provide evidence about the cohort model.

Shadowing was regarded as one of the main exercises used in the experiments of cognitive psychology since it enabled researchers to study certain aspects related to the human brain. Cognitive psychology, which refers to the study of mental processes like attention, understanding, memorization, and other processes, has used shadowing as a technique to investigate the role of cognitive processes such as selective attention in humans. For instance, Broadbent (1958) and Treisman (1964) argue that the shadowing experiments have been conducted to explore the role of selective attention. This involves analysing how human capacity can focus on two different kinds of input or ignore one of them that is meddling (cited in Hamers and Blanc, 1989).

In other words, in the shadowing experiments devoted to the study of attention, subjects have to listen to two kinds of messages, and then they are asked to process speech of one source and ignore the other one. As a result, those subjects will automatically select and focus on the message that should be processed (i.e., the targeted message). In different terms, Lambert and Moser-Mercer (1994) assert that cognitive psychologists used the shadowing technique to examine the human's selective attention.

Regarding the experiments on selective attention, researchers stated that the participants are required to listen to a particular input directed to the right ear and another one directed to the left ear, and then they have to reproduce one input and ignore the other. That is why, subjects focus merely on the target input being attentive to it. In other words, the content of the attended message can be remembered; however, the unattended input

would be missed and cannot be restored. As a result, shadowing was mainly ascertained to studies of attention to examine how humans direct their attention to a single task, ignore a particular input, and/or divide attention between two different sources of input.

1.1.1 Dichotic Listening Task

The dichotic listening task is a dual performance that involves two different tasks directed to a particular person. It refers to the process of binaural listening in which subjects are exposed to two different messages. Goldstein (2011) states that “In a dichotic listening experiment, different messages are presented to the two ears” (p. 84). Regarding the dichotic listening task, two stimuli are simultaneously presented to a person’s ears through headphones. Hence, each ear is regarded as a channel that receives a certain input.

Shadowing is closely related to dichotic listening. According to Puri and Treasaden (2009), “The shadowing technique is a particular form of dichotic listening” (p. 180). This task was established to probe the contribution of selective attention. In other words, shadowing was pioneered as a method to be used in the dichotic listening experiments for the reason that selective attention can be easily examined.

1.2 Shadowing in Interpretation

As an essential exercise, shadowing was mainly used in the domain of interpretation. It was introduced in Japan as a method to develop the students’ skills in interpretation at senior high school and university (Lazarinis et al., 2011). In addition, Lambert and Moser-Mercer (1994) argue that shadowing was used in schools of interpretation to train beginner interpreters in listening and simultaneously speaking prior to interpreting.

Even more, shadowing was suggested as a preparatory task in simultaneous interpretation (SI). It shares many features with SI since it is based on one’s ability to listen and simultaneously speak or repeat the message (Dollerup and Loddegaard, 1992). The most unique feature of SI as a language skill is that it involves the simultaneity of (auditory) comprehension and (oral) production of language (Tirkkonen-Condit and Jääskeläinen, 2000). Further, shadowing is a form of training used to develop the skills of simultaneous interpreters. Its experiments were ascertained to the processes of interpretation, including

the analysis of the difficulties encountered in dividing attention between an external input and an internal output (Hamers and Blanc, 1989).

Tasks that have a relationship with simultaneous interpretation refer to shadowing and within-language paraphrasing. These two tasks share a number of features with it. While shadowing is an online imitation of what is heard, within-language paraphrasing is an online reproduction of the input using one's own words (Tirkkonen-Condit and Jääskeläinen, 2000). The difficulty of the shadowing task has been examined in many experiments. Namely, Green, Schweda-Nicholson et al. (1990) affirm that the experiment of finger-tapping exercise in accordance with these tasks, viz., SI, shadowing, and within-language paraphrasing has indicated that the former is easier than the latter, and that simultaneous interpreting is the most difficult task (ibid.). In short, both shadowing and SI involve listening and speaking simultaneously, but SI requires decoding and language transfer.

1.3 Shadowing in Language Learning

As a recent method, shadowing has been deemed predominant in the world of foreign language learning. It is considered as an efficient procedure and one of the best methods for learning foreign languages. First and foremost, this method was presented in Japan for the sake of learning the Japanese language, and then it was used to teach and learn other languages.

As a matter of fact, shadowing is ascribed to Professor (Prof.) Alexander Arguelles who has used it as a technique to learn many foreign languages. Indeed, “Shadowing is a language learning technique developed by the American Professor Alexander Arguelles, first in Germany and later Korea” (“Learn Any Language”, n.d.).

Prof. Arguelles affirms that language learning has stages and that shadowing includes two basic levels. The first level is beginning, which can be best achieved by using the Assimil, Linguaphone, or the Cortina Method A. However, he asserted that Assimil is considered as one of the best courses designed to serve the shadowing practice. The second level is advanced, which is preferred to include audio books for the shadowing tasks (ibid.).

This researcher has established a unique way of practising shadowing. He demonstrated in one of his videos entitled “Shadowing a foreign language (Chinese)”

how this technique can be used outdoor, walking briskly and emulating loudly. Even more, he claimed that shadowing should be done in a particular way in which the shadower feels relaxed when imitating the input. Pof. Arguelles (2010) emphasises that to practise shadowing, one has to follow these steps :

1. Walk outdoors as swiftly as possible
2. Maintain perfectly upright posture
3. Articulate thoroughly in a loud, clear voice (p.6).

1.3.1 Professor Alexander Arguelles and the Shadowing Experience

Professor Alexander Arguelles, an American linguist and Ph.D., is one of the famous trainers in the domain of shadowing and is considered as critical proponent of it. This researcher has developed and used this method to learn many foreign languages. The latter which “he teaches and has employed himself in the past to learn something in the neighbourhood of 38 languages”(Wik, 2013, para. 1).

Thus, Prof. Arguelles is a famous polyglot who can use several languages. He has learnt those languages due to extensive reading and grammar practice, a lot of concentration, and the shadowing learning technique (Arguelles, 2008).The latter has demonstrated in his numerous videos how to use this method/technique in language learning in addition to many other videos related to foreign language learning, such as the Chinese language.

1.4 Different Names for Shadowing

The dual task of listening and speaking has several names. Some researchers tend to call it speech shadowing or shadowing speech, rather than shadowing, simply for the reason of making discrimination between other forms or types of shadowing, namely job shadowing, learner shadowing, and so on.

However, others used the term language parroting or simply parroting to refer to shadowing, especially in the domain of psychology. It was called so because the shadower acts like a parrot repeating what can be heard. “Shadowing sometimes goes by other names, such as shadow talking, shadow speaking, mimicking, tracking and echoing” (Luster, 2005, para. 3).

Moreover, shadowing has been given another name, particularly voice shadowing. This name is commonly used in psychology in the experiments related to attention. Shadowing is also referred to as re-speaking, verbal shadowing, shadowing words, or speech tracking. In short, different names have been used to refer to the process of speech emulation.

2. Shadowing: Definition

Shadowing can be defined as the imitation of a particular input as it is heard in a short period of time as possible. Lambert and Moser-Mercer (1994) recognize that it “is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, that is, word-for-word repetition, in the same language, of a message presented to a subject through a set of headphones” (p. 321). Further, shadowing refers to the process of emulating a certain speech. That is, the shadower listens to the auditory input over headphones and repeats what the speaker says.

Rost and Wilson (2013) assert that this paradigm can be regarded as a type of backchannelling in which the speaker provides cues of the received message to the listener. The listener uses those verbal and non-verbal cues to indicate that s/he is attentive to what the speaker has said. Furthermore, shadowing is the immediate repetition of a source language. In this process, the listener shadows out loud a source language or recorded material as soon as it is heard using minimal pauses as possible. Lambert states that shadowing “is repeating a stimulus discourse verbatim as it is being delivered” (cited in Safont and Compo, 2002, pp. 142-143). Shadowing can be also defined as the audible emulation of a certain input as it is received.

In other words, shadowing is listening and speaking instantly. It is echoing what has been heard; as a result, the listener creates a kind of shadow for the input. For instance, this method involves listening to an audio or tape and emulating it simultaneously. Basically, Tamai emphasises that “Shadowing is defined as an active and highly cognitive activity in which learners track speech they hear and vocalize it as clearly as possible while simultaneously listening” (cited in Hamada, 2012, p. 3).

As the word denotes, shadowing is repeating the exact words of an audio track or recorded input of the TL. It is called shadowing because the shadow does everything one

does, and similarly the shadower says everything that the speaker says. Thus, a clear distinction should be made between reformulation and emulation, which means that shadowing is not the reformulation of a certain input, but the emulation of it, exactly as it is received.

2.1 Shadowing Speed

The reaction of the shadower toward the speaker's speech depends on his/her level. For instance, advanced speakers of the target language tend to shadow immediately as they hear the message in a short lag without including many pauses. Adler and Rips (2008) argue that "shadowing requires repeating what one is hearing, the 250 msec, of lag between stimulus and response includes not only the time required for the perceptual analysis of the message, but also the time required for the subject's integration of this verbalization" (p. 889).

The speed of the shadowing process differs according to its type. For instance, Lambert asserts that "Phrase shadowing involves the repetition of speech at longer intervals- 250 milliseconds and up- with the shadower waiting until a meaning unit is finished, before beginning (cited in Dollerup and Loddegaard, 1992, p. 246). Basically, fast or close shadowers understand what they imitate. They do not basically shadow focusing on the sounds only, but they direct their attention to meaning too.

2.1.1 Lag : Definition

Treisman et al . emphasise that "Lag time refers to the time difference between the interpreter hearing the input and producing the translation and, for this reason, has also been referred to as "ear- voice span" (cited in Metzger, 1999, p. 9). It is the time period between two events (i.e., hearing the input and repeating it). The lag or ear-voice span is related to how many words or seconds exist between the input and output (Kroll and De Groot, 2005). Researchers who were interested in interpretation stated that the lag in the shadowing tasks is also called *décalage*. Namely, Jongh (2012) affirms that "shadowing may also be used to demonstrate *décalage*_ the time lag or delay between the original utterances and the interpreter's output, a concept also known as ear-voice span (EVS)" (p. 34).

The length of the lag seems to have a relationship with the difficulty of the input. Both long and short lags can affect the speech produced by the shadower. For instance, some words can be omitted if the shadower uses a short lag, as well as the meaning can be lost if s/he includes a long lag. However, making short lags is advantageous for memory because they demand less mental efforts than long lags (Jongh, 2012).

2.1.2 The Role of Pauses

Stenzl argues that pauses allow the shadower to alter his/her speech according to the speaker's rhythm (cited in Hamers and Blanc, 1989). Although shadowing does not involve the use of pauses, it is preferred to include them in order to help students, especially beginners or weak (low-level) language learners.

In one of the studies made by Gerver regarding the use of pauses in interpretation, results reveal that “96% of the pauses are shorter than two seconds and almost half of them (48%) last only between 0.25 and 0.50 seconds” (ibid., p. 246). Nevertheless, pauses last for few seconds, they can provide the shadower with time to focus more on meaning, recall the message appropriately as it is heard, and retain it in memory.

2.2 Shadowing versus Repetition

Although shadowing is primarily the repetition of a particular input as it is received, it differs from repetition in many aspects. According to, Shiki, et al. “Repeating is considered an offline task in which learners are given silent pauses to reproduce the sounds they have heard; shadowing is considered an online task” (cited in Hamada, 2012, p. 3). In this sense, shadowing is an online task because it involves some cognitive processes, such as attention, speech comprehension, and speech processing. While shadowing is the online immediate imitation of a particular input, repetition is the offline reproduction of this input using some pauses.

Another feature that establishes the difference between shadowing and repetition is that in online tasks, learners are exclusively attentive to phonology; however, in offline tasks, they can focus on both phonology and meaning within pauses (ibid.). It seems that learners in shadowing can focus on language structures and sounds, and thus including some pauses in it will help learners to further focus on meaning.

3. Types of Shadowing

Shadowing has several types that were introduced by a significant number of researchers. Some of these types have been used in the studies of psychology, others have been introduced in language learning contexts.

3.1 Kurata's Types of Shadowing

Kurata has proposed six types for the shadowing method/technique, namely full shadowing, slash shadowing, silent shadowing, part shadowing, part shadowing+comment, and part shadowing+question.

3.1.1 Full Shadowing

Full shadowing requires the person to listen to an auditory source and repeat it as it is heard in a short delay as possible. This implies that the listener emulates everything the speaker says while the latter does not wait the shadower to reach his/her pace (Wiltshier, 2007). This type of shadowing is characterized by a full imitation of the input. In other words, the shadower imitates this input word by word after s/he fully understands the meaning. On the one hand, full shadowing involves active listening and oral production. On the other hand, it is regarded as a mentally difficult task, especially for low-level students (ibid.).

Full shadowing is therefore related to the imitation of the whole input without any modification or altering, which means that the shadower is like a parrot in this case. "The mental process in full shadowing is: attend " recognize (maybe) " produce" (ibid., p.502). Specifically, a shadower has to listen and attempt to understand the input (attend) before shadowing it (produce).

3.1.2 Slash Shadowing

Slash shadowing refers to the process of emulating speech including some pauses between phrases or sentences. Wiltshier (2007) states that "the speaker purposely delivers their speech with pauses between phrases" (p. 502). Slash shadowing is regarded as the most useful type of shadowing to be used in the classroom since it provides students with opportunities to focus on the meaning and process speech gradually. In other words, the shadower will have more time to recognize the input through these pauses (ibid.). Thus,

slash shadowing will be an easy task, particularly for beginners and those who have problems in listening. Specifically, it is similar to full shadowing, but slash shadowing is much easier.

3.1.3 Silent Shadowing

This type of shadowing is referred to as mute shadowing because it involves the imitation of speech silently. “Silent shadowing, as the name suggests, is done in the head: sub-vocalization” (Wiltshier, 2007, p. 502). It is done in the same manner as full shadowing, but it is inaudible. In other words, the shadower internally repeats speech as it is heard; therefore, no one can hear what s/he is saying. Regarding the silent shadowing technique, the speaker does not really know that the shadower is imitating his/her speech (ibid.). Hence, this type of shadowing can be useful for shy learners.

3.1.4 Part Shadowing

As the name expresses, part shadowing refers to the emulation of a part of the input disregarding the rest of it. In part shadowing, one shadows only the last or stressed words in that input (Wiltshier, 2007). It is done in the classroom when students encounter problems with full and/or slash shadowing. This is easier than full shadowing because “the mental load when doing part shadowing is much less than when full shadowing” (ibid., p. 503). This type facilitates the task of shadowing for weak students, which means that they will not be obliged to shadow the whole speech, but they attend some words and shadow them as they are heard.

3.1.5 Part Shadowing + Comment

In this type of shadowing, the listener emulates a part of the input and comments on the latter. “In order to do this successfully the shadower must have previously learnt a variety of suitable comments and be able to recall these forms from their long-term memory” (Wiltshier, 2007). Part shadowing + comment is similar to part shadowing; however, it involves the shadower’s explanation, opinion, or remark.

3.1.6 Part Shadowing + Question

The shadower imitates a part of the speech providing a certain question that is relevant to that speech. In fact, this type of shadowing requires the shadower to understand what is

said in order to provide the accurate response that is related to that input, and formulate the question that is relevant to what has been said by a certain speaker (Wiltshier, 2007). In particular, part shadowing + question is regarded as the most difficult type of shadowing since it demands the use of “wh question” words, auxiliaries, and other forms that can be convoluted to some students, such as reversing the order of the sentence’s elements (i.e., the subject and verb).

Types	Procedure
Full shadowing	Listens to input then tries to repeat the auditory input as soon as it is heard.
Slash shadowing	The speaker purposely delivers their speech with pauses between phrases to give the shadower more time to recognize the words.
Silent Shadowing	Full shadowing done in the head, sub-vocalization.
Part shadowing	The shadower picks up the last word or the stressed words and just shadows these.
Part shadowing + comment	The shadower adds their own comment.
Part shadowing + question	The shadower adds a question.

Table1.1 Kuratatypes of shadowing (2007) (source : Hamada, 2012, p. 5).

3.2 Murphey’s Types of Shadowing

There are three main types for shadowing : complete shadowing, selective shadowing, and interactive shadowing.

3.2 .1 Complete Shadowing

Complete shadowing refers to the full imitation of speech as it is heard. Murphey (2001) argues that shadowing involves “listeners shadowing everything speakers say” (p. 129). The latter is similar to full shadowing in which the shadower repeats the input word by word. The following example provided by this researcher shows how complete shadowing is done :

Terri : Boston is in America, in the north east part of America.

Aki : Boston is in America in the north east part of America.

3.2.2 Selective Shadowing

Selective shadowing involves “listeners selecting only certain words and phrases to shadow” (Murphey, 2001, p. 129). Even more, selective shadowing may be called key word shadowing. The shadower imitates some of the speaker’s words, which means that s/he selectively shadows the input that was heard or has been emphasised on by the speaker. As an illustration for selective shadowing, this researcher provides the following conversation :

Terri : I’d like to tell you about two places. The first is Boston.

Eriko : Two places Boston.

Terri : Do you know where the Boston is ? Boston is in the north east north east

Eriko : north east

3.2.3 Interactive Shadowing

Interactive shadowing involves adding particular questions and comments relevant to the speaker’s speech, so that the listener will be naturally involved in the conversation (ibid.). Therefore, the listener comments or asks questions after shadowing the input. In this way, interactive shadowing manifests engagement in the conversation and expresses understanding on the part of the listener. This researcher established a particular conversation example to explain interactive shadowing :

Eriko : They um ? they uh he is a member of basket club. yes

Wanda : ah really basketball club

Eriko : basketball club So he is tired in home yes so in home at home

Wanda : aha okay oh really at home aha

Eriko : ah, yeah there is no sound yes it's quiet, so

Wanda : oh, really ! it's very quiet ?

Procedure	Procedure
Complete Shadowing	Listeners shadow everything speakers say.
Selective Shadowing	Listeners select only certain words and phrases to shadow.
Interactive Shadowing	Selective shadowing + listeners add questions and comments from the listener into the conversation to make it more natural.

Table 1.2 Murphey's types of shadowing (2001) (source : Hamada, 2012, p. 5)

3.3 Norman's Types of Shadowing

Norman has provided two basic types of shadowing : phonemic and phrase shadowing.

3.3.1 Phonemic Shadowing

Phonemic shadowing is basically related to the imitation of sounds. In the latter, the shadower does not wait the speaker to deliver the speech completely, but s/he starts producing the sounds immediately as they are heard. Moreover, Norman states that "the student repeats each sound as soon as it is heard, without waiting for the completion of a unit of meaning, so that the shadower stays 'right on top' of the speaker" (cited in Dollerup and Loddegaard, 1992, p. 246).

3.3.2 Phrase Shadowing

In phrase shadowing, Norman argues that the shadower imitates input at longer pauses that are usually between 250 milliseconds and up, which means that s/he shadows after meaning is finished (cited in Dollerup and Loddegaard, 1992). The latter involves shadowing phrases as they are heard; however, the shadower is required to wait until meaning is completely constructed. In fact, Coughlin considers it as a good preparatory exercise for simultaneous interpreters (ibid.).

3.4 Kadota and Tamai's Types of Shadowing

According to Kadota and Tamai (2005), some procedures, such as mumbling, synchronized reading, prosody shadowing, and content shadowing are also considered as other types of the shadowing method.

3.4.1 Mumbling

Mumbling, according to Kadota and Tamai, is based on imitating the sounds that can be heard while muttering (cited in Wiltshier, 2007). To put it in another way, the shadower mumbles the words depending on the sounds produced by the speaker. Therefore, mumbling is used as a procedure to perform the shadowing task.

3.4.2 Synchronized Reading

This procedure involves shadowing the input and at the same time reading the transcript of that input loudly. Synchronized reading is featured by the use of a written record of the material to be shadowed, which eases the process of emulation for the shadower. This means that if the shadower encounters some difficult or unknown vocabularies, s/he can use the transcript of the material. For this reason, the transcript is a tool that helps the shadower to recognize unfamiliar vocabularies, as well as understand the content of that material (see table 1.3).

3.4.3 Prosody Shadowing

Kadota and Tamai (2004) argue that "Prosody shadowing focuses on the rhythm, stress, intonation, speed, and pause of the language" (cited in Wiltshier, 2007, p. 43). The shadower emulates speech considering all the prosodic elements, such as stress and intonation patterns. Accordingly, prosody is defined as the particular aspects that

characterize every utterance. This includes phonetic and phonological peculiarities that depend on semantic and syntactic items, rhythm, stress, speech acts, turn taking, and the speaker's attitude and emotional state (Watson et al., 2010).

3.4.4 Content Shadowing

In content shadowing, Kadota and Tamai affirm that the shadower attempts to comprehend meaning (cited in Wiltshier, 2007). As the name denotes, content shadowing is mainly related to the repetition of input considering the meaning expressed by the speaker. As a result, comprehension is very important in content shadowing.

Procedure	Procedure
Mumbling	Listeners shadow by focusing not on their own pronunciation but on the incoming sounds they are listen to.
Synchronized reading	Listeners shadow the audio, reading aloud the script, simulating every sound and intonation.
Prosody shadowing	Listeners try to shadow as they do in the synchronized reading without a script.
Content Shadowing	Listeners shadow as well as focus on the contents of speech.

Table 1.3 Kadota and Tamai's types of shadowing (2005) (source : Hamada, 2012, p.5)

3.5 Rhythm Shadowing

Rhythm shadowing involves imitating sounds using hands. This might be strange, but the latter was used in cognitive psychology in many experiments related to the studies of attention. The shadower uses his/her hands to shadow the rhythm played over

headphones. Hence, this type of shadowing is basically non-verbal. In rhythm shadowing task, Galaburda et al. (2002) state that subjects “listened to a changing succession of rhythmic drumbeats and continuously reproduced the rhythms by clapping” (p. 248). As a result, this task demands attention and the ability of memorizing the sounds presented to the shadower.

3.6 “About you” Shadowing

This type of shadowing “requires the shadower to change the personal pronouns and possessives in the input” (Wiltshier, 2007, p. 504). The shadower imitates what the speaker has said and alters some words; for example, s/he may change the personal pronoun ‘I’ into ‘you’ and the possessive pronoun ‘my’ into ‘your’.

3.7 Delayed Shadowing

This refers to the repetition of input as it is heard including some pauses. Delayed shadowing was defined as “lagging a full thought behind the speaker” (cited in Safont and Compoy, 2002, p. 143). The shadower lags as s/he imitates the speaker, which provides more time to process and comprehend speech. According to Kornakov (2002), delayed shadowing develops skills such as the “synchronization of three organs : ear (listening), brain (processing), and tongue (verbalizing)” (ibid.).

3.8 Conversational Shadowing

Conversational shadowing, according to Murphey (1995), “is the selective (partial) or complete repeating of what a partner says during conversation” (p.43). Basically, it is the imitation of a certain conversation. The latter itself includes three types that were previously defined. Those types refer to complete shadowing, selective shadowing, and interactive shadowing. As a consequence, conversational shadowing is “the partial to complete repetitions by listeners of a speaker’s utterances” (ibid., 2001, p. 129).

4. Stages of the Shadowing Task

Shadowing that refers to the process of listening and speaking instantly involves several stages. To practise shadowing, one has to follow a number of steps. First and foremost, the shadower should find a recorded material that belongs to the TL. Then, s/he should listen to the input as many times as possible using a pair of headphones or

earphones (if they are available). Hence, this is a blind shadowing, which is a type of shadowing that involves focusing on the sounds and imitating them without using the written record of the material (the transcript).

Initially, the process of shadowing can be very difficult and dreadful, that is why, the transcript or subtitles can be used to ease the emulation of the input. Then, the shadower is required to listen and read the transcript at the same time either silently or loudly. This step is optional, which means that the transcript can be implemented due to the difficulty of the input. Hatasa et al. (2011) assert that “it is easier to practise shadowing with a transcript. As you become accustomed to the practice, try to do the shadowing without a transcript. The text should be relatively short and easy, to minimize frustration” (p. 294). Reading the transcript enables the shadower to recognize the content of the material to be shadowed. If any difficult words are encountered, the shadower can use the dictionary in order to check their meaning for a better understanding of the input. As a result, this will help the shadower to memorize new words (i.e., vocabulary expansion).

Afterwards, the listener should emulate the input as it is heard. This involves copying the speaker in all aspects, namely pace, rhythm, stress and intonation patterns, and so on. As listening carefully, the shadower slowly imitates parts of the input including some pauses if it is essential to lag from time to time due to the difficulty of the input. Accordingly, shadowing is not necessarily perfect in this stage.

In this case, the process of emulation should be repeated multiple times, that is, once, twice, three times, and even more. The number of repetitions varies according to the shadower’s level in the language and his/her ability to easily or hardly emulate the material. When reaching the same pace of the speaker and being able to copy everything that is heard, the process of shadowing becomes easier, and the listener at this stage can proceed to full shadowing. To reach the pace of a native speaker, the listener should shadow constantly and intensively in order to train the muscles of his/her mouth, so that s/he can pronounce words accurately and be fluent like a native speaker of the English language.

On this subject, the stages of shadowing and the way of performing it differs from a researcher to another. On the one hand, Hatasa et al. (2011) claim that in order to perform the shadowing task, the shadower should listen to a recorded audio and imitate it as it is

heard instantly. Repeating this process as many times as possible with regard to speech comprehension and processing. On the other hand, Jullian (2012) has made a video about the shadowing technique in which he asserts that to practise shadowing, one has to choose a particular material; for example, a book that is provided with a CD. In this way, shadowing requires listening to this CD multiple times as possible. Then, the shadower should read the book and may use the dictionary to check the meaning of the unfamiliar words, which will expand in a way or in another his/her vocabulary. What comes next is listening to the CD again and shadowing it, that is, emulating all what can be heard and imitating the different aspects, such as pronunciation, rhythm, and tone. In this manner, the shadower should attempt to sound like the native speaker in the CD as possible.

In many videos, Professor Arguelles explains in details the procedure of shadowing, specifically his famous video entitled “Shadowing Step by Step”. In (2008), this researcher affirms that in order to do the shadowing technique, the shadower has to listen to a recorded material on a phone emulating the sounds as soon as they are heard. However, the listener will not have the chance to imitate instantly because the speaker will keep saying many words. Thus, this listener has to speak on top of these words saying every word that the speaker says until the input is well-processed and the sounds are well-formed.

4.1 Materials to Shadow

To practise shadowing, Prof. Arguelles (2008) demonstrates in his video that the shadower needs “an audio material that is continuous, uninterrupted, constant, narrative, or a conversation”. In particular, the shadower can use various materials to practise this task. Basically, the material can be an audio file, audio book, podcast, video, movie, a real native speaker, or any other recorded input related to the TL. Further, Jullian (2012) asserts that the material used in the shadowing technique can be a television show, radio programme, podcast, audio book, or other recorded materials. However, this material should correspond to the level of the shadower ; for example, a beginner should shadow materials of the beginner level.

5. The Role of Memory in Shadowing

Tamai confirmed that shadowing is “an active and highly cognitive activity in which learners track speech they hear and vocalize it as clearly as possible while simultaneously

listening’’ (Hamada, 2014, p. 3). In view of this, shadowing is closely related to memory. It is believed that ‘‘the mechanism of shadowing is commonly explained as being connected to the working memory system proposed by Baddeley’’ (ibid, 2012, p. 4). Thus, the shadower uses his/her mental capacities, such as attending, processing, and so on in order to perform this task.

5.1 The Kinds of Memory Involved in Shadowing

As a matter of fact, memory has an important role in the process of shadowing. Braddley argues that the shadower receives the input through his/her sensory memory, which in turn has to be attended to by the listener in order not to be forgotten. After that, the input travels along the sensory memory into the working one, specifically it will be directed to the central executive area. Rehearsal should be done at this stage because the working memory lasts for about 1.5 seconds. Basically, rehearsing the input occurs in the working memory, particularly in an area called by Braddley et al. the phonological loop. The shadower uses his/her previous knowledge to comprehend this input that exists in the mental lexicon situated in the long-term memory. Fundamentally, this mental lexicon is similar to a dictionary that contains all the words that are already acquired (cited in Wiltshier, 2007, pp. 499-500).

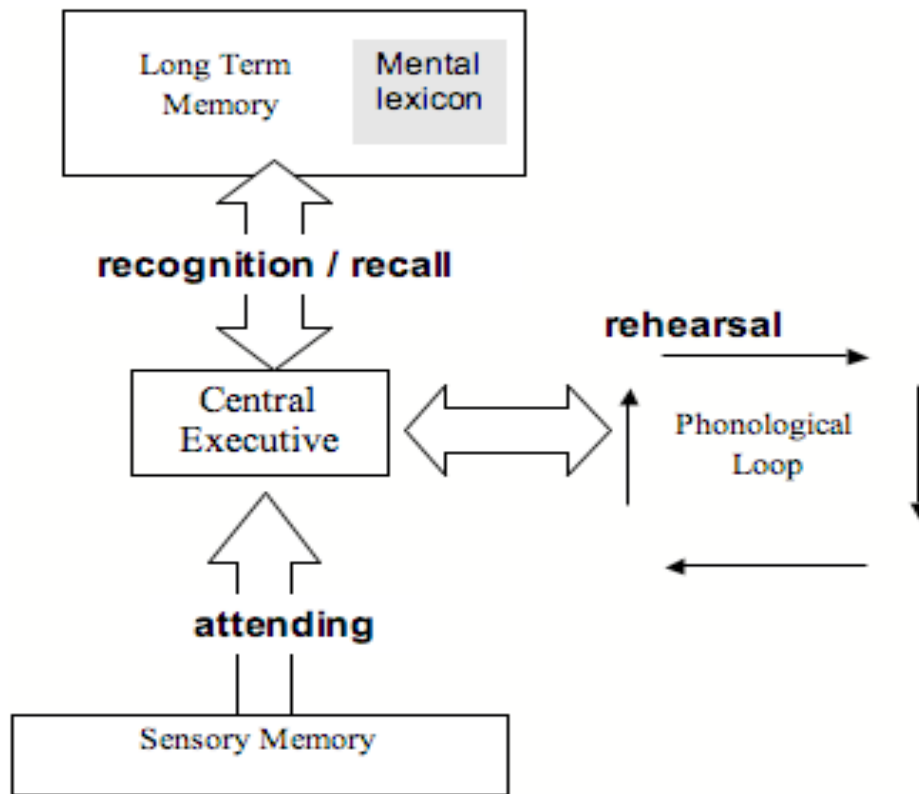


Figure 1.1 Shadowing and memory (source : Wiltshier, 2007, pp. 499-500).

5.2 Attending

Attending means that the listener is closely attentive to what is heard. Indeed, the process of shadowing requires paying attention to a particular message, which confirms that the shadower is aware of the input being listened to. In shadowing, when the message is attended, it means that it can be recalled or remembered. Conversely, when it is unattended, this means that it can be easily forgotten, and that it simply goes from one ear to the other. Wiltshier (2007) states that “Using shadowing ensures students pay attention to the oral input, therefore I call this process *attending*. Attending avoids the input simply going in one ear and out the other” (p. 499).

5.3 Speech Processing

There are two types of speech processing: top-down processing and bottom-up one.

5.3.1 Top-down Processing

Top-down processing requires starting from the larger units of language using the previously acquired knowledge in order to comprehend the input. Richards et al. assert

that top-down processing is basically originated in the memory of a particular listener (cited in Hamada, 2014).

5.3.2 Bottom-up Processing

This kind of processing involves the use of smaller units of the language, that is, sounds, words, clauses, and so on, which are used to form meaning. Richards et al. argue that “bottom-up processing (i.e., the linguistic level that originates in the speech signal, dealing with knowledge of grammar, semantics, and pragmatics)” (ibid., p.4).

6. Shadowing and Classroom Activities

6.1 Lesson Shadowing

Including the shadowing method in a particular language lesson can be advantageous for the teacher and students in the classroom. Hamada (2014) finds that “from a practical point of view, attention should be focused on whether students should work on shadowing training before or after learning lesson content” (p. 5). With regard to this, lesson or lecture shadowing involves two main concepts: pre-shadowing and post-shadowing. These two concepts are also called top-down shadowing and bottom-up shadowing.

6.1.1 Pre-shadowing

Pre-shadowing or top-down shadowing refers to the process of input emulation before learning the content of the lesson in the classroom. Kadota claims that in top-down shadowing “learners practice shadowing after they study the contents, structure, and vocabulary of the target passage” (Hamada, 2014, p.4). In addition, he states that learners use the knowledge that is already acquired when they imitate the input, which makes the shadowing task a knowledge-based (ibid.).

However, it appears that pre-shadowing is to some extent difficult for most learners because the input may involve some words that are obscure, which makes shadowing a convoluted task. This demands high mental efforts and induces a psychological pressure, that is, learners will be nervous during the pre-shadowing task. In addition, some language problems will arise due to the difficulty of input imitation. As a result, the lesson will be hardly understood. In view of this, Matsui emphasises that

“shadowing unknown English words is difficult. I felt anxious about shadowing before understanding the contents” (cited in Hamada, 2014, p. 5).

6.1.2 Post-shadowing

As the name expresses, post-shadowing or bottom-up shadowing task refers to the emulation of a source language after learning the content of the lesson in the classroom. The students are exposed to the lesson prior to the shadowing practice. Kadota indicates that “bottom-up shadowing, in which learners practice shadowing before they study the target passage” (Hamada, 2014, p.4).

On the one hand, post-shadowing is beneficial and easier than pre-shadowing for the simple reason that “being familiar with the target passage can ease learners’ anxiety” (ibid., p. 5). On the other hand, some aspects may interfere during the post-shadowing task, namely vocabulary and grammar. The latter can discourage learners to shadow the input and hinder delivering the lesson for the teacher. For that, Kadota states that “In post-shadowing, learners possibly lose focus on the sounds by splitting their cognitive resources between phonology, vocabulary, and the grammar rules they have just learned” (ibid., p.4).

6.2 Classroom Peer-shadowing

Classroom activities can be supported by the implementation of the shadowing technique. Wiltshier (2007) states that “Shadowing is a cooperative learning experience” (p. 44). In this respect, shadowing can be a very motivating task for all students in the classroom. This method fosters cooperation between students and may involve mixing the levels; for instance, advanced learners can collaborate with weak students.

With the intention of peer-shadowing, each student is required to choose his/her peer or partner, so that the shadowing task will be done appropriately. In each pair, one of the students would be the speaker and the other would be the shadower. In other words, instead of the audio or recorded material, a particular student will be the source language, while the other will remain the shadower of this student. Then, the classroom organization can be done in various ways, which implies the division of students into concentric circles or parallel lines (ibid., 2007).

Through this task, students will be actively engaged in speaking, which means that each one will have the chance to use the language, even if the roles are reversed, that is, the shadower can perform the role of the speaker and vice versa. In some shadowing tasks, videlicet think-time activity, which supports oral fluency and requires less mental efforts on the part of the shadower, students will not be troubled about what they are going to say; however, they will use the language generated by their peers (Wiltshier, 2007).

The input should be carefully chosen by the teacher in a way that it can serve the classroom activities and provide opportunities to practise speaking easily by shadowers. As a result, the teacher should be attentive to what students are saying providing accurate comments on the language produced, correcting errors, and writing the difficult words on the board.

7. Advantages of Shadowing

There are various advantages of the shadowing method/technique. Most of them are related to foreign language learning, primarily its skills.

7.1 Improving the Listening Skill

Shadowing is believed to be a valuable exercise and efficient technique that helps learners to develop a variety of aspects. Schewada-Nicholson et al. state that through this method, students will train various skills such as listening, analysis, and speech processing and production (cited in Safont and Compoy, 2002). Overall, engaging learners in a shadowing task can assist some basic skills, particularly the listening skill.

7.2 Improving Listening Comprehension

Shadowing affords students extensive listening practice. More importantly, it enables them to concentrate on what they are listening to; as a result, their listening comprehension will be improved. Moser emphasises that shadowing is an effective exercise that improves listening concentration (cited in Snell-Hornby et al., 1994). In addition, Hamada remarks that “shadowing is effective for improving listening comprehension skills” (2014, p. 4). However, regarding classroom activities, several researchers emphasise the role of shadowing in fostering the listening comprehension

skill. This method/technique assists listening concentration and helps learners to focus on the content of a particular material. Tamai asserts that “compared to dictation as a classroom task, shadowing manifested a high level of efficiency on the listening skill of students” (cited in Wiltshier, 2007, p.499).

7.3 Improving the Speaking Skill

Shadowing can be a paramount exercise for language learners to evolve their speaking skill. For instance, Wiltshier (2007) states that “it provided them with a chance to successfully practice speaking English” (p. 501). Thus, the students will be able to communicate, express opinions, and convey messages effectively. In particular, Jullian (2012) asserts that shadowing is a very efficient technique “to get good at speaking”.

7.4 Enhancing Oral Fluency

Through this method, students will be more fluent in speaking. Shadowing may boost students’ oral fluency. For instance, hesitation can be eliminated through practising shadowing extensively, as well as pronunciation can be improved since shadowing will train learners to produce different sounds appropriately. In other words, the shadower will be able to correct automatically his/her pronunciation as getting better in shadowing.

7.5 Improving the Reading Skill

Despite its effectiveness in improving the listening and speaking skills, shadowing is believed to have an effect on the reading skill. Kadota and Tamai claim that shadowing can be effective not only for listening and speaking abilities, but also for reading ability (Wiltshier, 2007). Accordingly, learners can better understand what they read when they are involved in a shadowing task prior to reading, as well as they can adjust their reading toward the teacher’s reading. Moreover, they can avoid mispronunciation and hesitation when enunciating some words. Sakoda and Matsumi “found that shadowing, when applied to reading instruction, significantly accelerated learners’ accurate understanding of the text” (ibid., p. 499).

7.6 Improving Prosody and Concentration

In a shadowing practice, the listener attempts to be attentive to the input copying different aspects. This involves the imitation of the speaker’ pace, rhythm, stress, intonation pattern,

and other aspects. On the one hand, Hatasa et al. (2011) affirm that students direct their attention to speech due to the fact that shadowing involves intensive concentration. On the other hand, Takizawa remarks that “learners appear to improve prosody, gain more concentration, and become used to natural speed as well” (cited in Hamada, 2012, p. 4).

7.7 Boosting the Working Memory

Shadowing reinforces memory, especially the working one. It activates several areas in the brain. In particular, it stimulates areas that are responsible for producing the sounds of language and restating the message. Kadota stresses that “This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learners’ brains, especially the language centers” (cited in Hamada, 2012, p. 4). Additionally, he affirms that “Through shadowing, learners will be able to automatize their speech perception, increase the capacity of their working memory, and strengthen the rehearsal process so that they can hold phonological information longer in the phonological loop” (ibid.).

7.8 Managing the Mental lexicon

Indeed, shadowing is deemed an efficient technique that supports various aspects. Through shadowing, learners will be able to manage some aspects, such as the timing of speech imitation and vocabulary use. In addition, Sakoda and Matsumi remarked that through shadowing, learners will be able to manage their mental lexicon including vocabulary expansion and processing (Wiltshier, 2007). Overall, the mental lexicon involves all the vocabularies that one may know and use to comprehend language and perform different tasks.

7.9 Fostering Confidence

In addition to these advantages, shadowing can be very useful for silent or reluctant students because they will not be obliged to speak loudly or use their voice in the classroom; however, they will use only the muscles of their mouth as they shadow silently. Specifically, shadowing can be used as a motivating technique for learners with low self-esteem. As a result, it can foster confidence and engage all learners in the classroom activities. Even more, shadowing was proved to be apt for all levels, that is, beginner, intermediate, and even advanced learners can use shadowing as an exercise to improve certain skills.

8. Disadvantages of Shadowing

8.1 Disregarding Ideas

In the domain of interpretation, some researchers claimed that shadowing is not a good preparatory task for interpreters, but Van Dam contends that “shadowing is not only not a useful introductory exercise, it is a totally counter-productive introduction to conference interpretation” (cited in Dollerup and Loddegaard, 1992, p. 246).

The reason behind this controversy is that a person who practises shadowing is merely concerned with the repetition of the input disregarding the ideas presented in it. In other words, the shadower will direct his/her attention to emulating the message as it is received, rather than what this message expresses. For instance, Coughlin et al. allege that the main concern of shadowing is dealing with words not with ideas (cited in Safont and Compoy, 2002).

8.2 A Demanding and Difficult Task

Some opponents of shadowing method contend that it is a demanding task and tiring exercise to be done by either teachers or learners in the classroom. Thiéry states that shadowing is “a pointless and potentially harmful exercise” (cited in Dollerup and Loddegaard, 1992, p. 246). Others claim that shadowing is destructive and discouraging exercise, especially for low-level learners.

That is, due to the difficulty of performing this task, weak learners will be affected by negative feelings, such as demotivation and lack of confidence. Namely, Hatasa et al. (2011) assert that the shadowing method “sounds rather difficult, and it is indeed difficult for someone who has never practised shadowing or someone with relatively low proficiency” (p. 294).

Conclusion

This chapter has focused primarily on one of the basic concepts of the present research, that is, shadowing. Above all, it has reviewed ample elements related to this method and presented in details the areas that shadowing was involved in as an experimental task and language method/technique. Providing explanations and illustrating were the main focus of this chapter. It has clarified some terms related to shadowing, which may be confusing or unfamiliar to readers. Further, it has specified the advantages and the disadvantages that the shadowing method/technique may have. Hence, this chapter has adduced that shadowing has been regarded as a paramount exercise and method/technique, particularly in the experimental studies of psychology and interpretation and foreign language learning matters.

Chapter Two : Speaking: Basic Assumptions

Introduction.....	40
1. Speaking as a Process: Definition.....	40
1.1 Speaking versus Talking.....	41
1.2 Definition of the Speaker.....	42
2. Types of Speaking.....	42
2.1 Imitative.....	43
2.2 Intensive.....	43
2.3 Responsive.....	43
2.4 Interactive.....	44
2.5 Extensive.....	44
3. Functions of Speaking.....	44
3.1 Talk as Interaction.....	44
3.2 Talk as Transaction.....	45
3.3 Talk as Performance.....	45
4. The meaning of Effective Speaking.....	46
5. Aspects of Effective Speaking.....	46
5.1 The Use of Body Language.....	47
6. The constituents of Effective Speaking.....	48
6.1 What to Say.....	48
6.1.1 Perfect Clarity of Purpose and Thought.....	48
6.1.2 An interesting Content.....	49

6.2 How to Say.....	49
6.2.1 Self-confidence.....	49
6.2.2 Command of Words.....	50
6.3 When to Say.....	50
7. Definition of the Speaking Skill.....	50
7.1 The Importance of the Speaking Skill.....	51
7.2 The Speaking Skill and the Listening Skill.....	52
8. Components of the Speaking Skill.....	53
8.1 Grammar.....	53
8.2 Vocabulary.....	53
8.3 Pronunciation.....	54
8.4 Fluency.....	54
8.5 Accuracy.....	55
8.6 Comprehension.....	55
9. Speaking in the Classroom.....	56
9.1 Speaking in a Language Lesson.....	56
9.2 Problems of Speaking in the Classroom.....	56
9.2.1 Reticence.....	56
9.2.2 Lack of Vocabulary.....	57
9.2.3 Shyness.....	57
9.2.4 Lack of Self-confidence.....	58

Conclusion

Chapter Two : Speaking: Basic Assumptions

Introduction

For many years, speaking has been regarded as a fundamental skill to be mastered. Although speaking the language is demanding, most foreign language learners have the desire to improve their speaking abilities. The latter is spontaneous and to some extent uncontrolled; hence, it is hard to assess the learner's progress in this skill. In addition, it can be almost said that there is no method/technique that satisfies all the learners' needs in speaking or fit all the language levels. In this respect, the chapter will manifest why speaking is regarded as a difficult skill and what its different components that should be allotted more attention are. The central theme or issue of this chapter is providing a background on some of the most important concepts regarding speaking. Above all, the content that is covered in this chapter reflects the basics of speaking either as a process or skill providing some definitions, aspects, constituents, components, and categories. It also informs the reader about certain speaking problems encountered by EFL learners in the classroom.

1. Speaking as a Process: Definition

Speaking implies the action of expressing one's ideas and thoughts. It involves producing utterances and processing information. In other words, it is the exchange of ideas, or it is "taking thoughts and putting them into words and saying them, with much of this process being done unconsciously" (Safont, 2002, p. 51).

In particular, speaking requires a lot of energy. It involves the use of several aspects, such as a loud voice and clear ideas. It does not require the speaker to be only knowledgeable about grammar, vocabulary, pronunciation, and other aspects, but also to recognize the subject matter of speaking and the appropriate time to speak. Chastain argues that "speaking is using background and linguistic knowledge to create an oral message that will be meaningful for the intended audience (ibid.).

Speaking is not as precise and meticulous as other skills, such as writing since "it involves language produced spontaneously with false starts, repetitions, self-corrections

and, under normal circumstances, it disappears, leaving no record but traces in memory” (Safont, 2002, p. 51). More importantly, speaking requires producing sounds or uttering words using certain parts of the human body, such as the vocal cords, lips, mouth, lungs, and other organs.

Basically, speaking can be either formal or informal. Formal speaking can be found in academic contexts such as schools, as well as business corporations, and institutions; however, informal speaking can be used with relatives, family, friends, and other people that one might be close to. Indeed, speaking is the state of transferring information to a particular listener. This term can be defined as expressing a particular meaning using one’s own voice, which is delivered to the audience using spoken language or words. Speaking is also referred to as the act of giving speech or talk attempting to accomplish a certain purpose.

1.1 Speaking versus Talking

Speaking and talking are synonymous. They are used interchangeably and serve to express similar meanings. It can be said “talk someone into something, have or give a particular talk”, or “speak to someone, speak about, speak with” in order to express the same meaning, that is, the act of expressing one’s ideas. However, the term speaking is regarded as a formal concept compared to the term talking. For instance, when it is referred to a language, it is accurate to say speaking a language, rather than talking it. According to Cambridge Dictionaries (2015), “The verbs *speak* and *talk* both generally mean ‘say words’, but there are some small differences in how they are used. *Speak* is more formal than *talk*”.

Notably, speaking requires possessing some skills to persuade or inform the audience. It is more pertinent to a skill or art than an action or process. However, talking is expressing ideas and thoughts informally. On the basis of this explanation, it can be said that the use of these terms differs according to the context, which means that speaking denotes the act of communicating ideas and thoughts in a formal manner, such as speaking to a boss while talking is the act of expressing one’s ideas in an informal situation, such as talking with friends.

On the one hand, speaking requires being knowledgeable about the language that is used. On the other hand, talking involves communicating ideas informally. However, both terms are used in cases where interaction and communication take place. Speaking and talking imply having a conversation, exchange, or speech.

1.2 Definition of the Speaker

Successful communication is based on the speaker's ability to convey messages and transfer information effectively, and on the listener's ability to understand what is said being attentive to it. On the subject of speaking, speakers use some prosodic elements, such as pauses, pitch and volume change, and intonation to construct talk. They speak either consciously or unconsciously reflecting their personality and creating a self-image through their talk (Luoma, 2004, p. 10).

As a matter of fact, the speaker is a person that knows the language and uses it for a particular purpose. S/he is the one that produces utterances conveying certain messages. Verderber et al. (2008) assume that "The speaker is the source or originator of the speech" (p. 6). The latter should be committed to a purpose, which implies that s/he should be relevant to the topic of the exchange in order to establish a successful communication.

Furthermore, speaking skilfully is based on other aspects. Primarily, it necessitates considering the audience that is a critical factor in communication. As a result, the speaker has some responsibilities. For instance, "The contents of the message must be *credible*. one must take moral responsibility for one's utterances. One must not lie, distort or deceive. The contents must be audible, understandable (clear) and interesting" (Viviersand Schalkwyk, 1992, p.49). Thus, the speaker is the person who is in charge of the exchange or conversation. S/he is the one that delivers talk or gives speech to a particular person.

2. Types of Speaking

There are various type of speaking. Indeed, speaking can be imitative, intensive, responsive, interactive, or extensive.

2.1 Imitative

Imitative speaking refers to the one's ability to repeat some phrases and/or sentences. In classrooms, this type of speaking is related to drills in which students imitate some language structures produced by the teacher. Brown (2004) states that imitative speaking implies "the ability to simply parrot back (imitate) a word or phrase or possibly a sentence" (p.141). In addition, imitative speaking can be stimulating for language learners since it enables them to produce a variety of language patterns.

In other words, this type of speaking is repetitive and depends on one's skills, especially in terms of input emulation. More importantly, imitative speaking is done for the reason of establishing interaction between the teacher and learners through listening and repeating, which is basically referred to as drilling in the audio lingual-method. The basic aim of this kind of speaking can be the reinforcement of certain grammatical structures, which means training students to produce correct grammar.

2.2 Intensive

"Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language" (Brown, 2001, p.273). In respect of language learning, intensive speaking involves an exhaustive practice of language, basically focusing on particular grammatical or phonological aspects. Basically, intensive speaking refers to "the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships" (ibid., 2004, p.141). Thus, asking questions can promote the use of the language; for instance, tasks that demand reversing the order of a sentence's elements can foster intensive speaking in classrooms.

2.3 Responsive

In particular, responsive speaking requires providing certain responses, such as comments, remarks, or feedback. The teacher may respond to his/her learners' questions and vice versa. "A good deal of student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues" (Brown, 2001, p.273). In this type of speaking, the teacher acts as a prompter by giving some signals that encourage learners to

respond. As an illustration, open-ended questions can be used to generate responsive speaking in EFL classrooms.

2.4 Interactive

There are two forms of interaction. On the one hand, it may involve the use of transactional language that is based on providing certain information. On the other hand, it may include interpersonal exchanges that maintain social relationships (Brown, 2004, p.142). Primarily, interaction, which is an action followed by a reaction, is crucial to the language process. For instance, a teacher may react to his/her students' questions by providing certain responses, clarification, explanations, and so on. In the same way, students may interact with their teacher offering a particular comment or point of view.

2.5 Extensive

This type of speaking can be also called a monologue. The latter includes speeches, reports, conversations, and other spoken forms that demand a prolonged expression of ideas and thoughts.

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech. (Brown, 2004, p.142)

In EFL classrooms, the teacher can encourage his/her students to perform some speaking activities, such as giving presentations on a certain topic. In this case, extensive speaking will take place by involving learners in an expanded speaking session.

3. Functions of Speaking

Speaking has a variety of functions. It can be used to interact with people, transact in certain issues, and perform certain tasks. Thus, those functions can be classified into three main categories: talk as interaction, talk as transaction, and talk as performance.

3.1 Talk as Interaction

Speaking a language as a way of interacting with people is very important. Basically, interaction means an action that is followed by another action, which means that the

speaker acts and expects a certain reaction from the listener, which is providing a certain feedback or particular response. Richards (2008) states that :

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. (p.22)

In this sense, speaking in an interactive way means, on one hand, that the speaker considers his/her listener, and on the other hand, that the listener is closely attentive to what is said by the former. Overall, interaction is essential for most speaking situations since it denotes that the speaker is engaged in talk, and the listener is interested in what is said. It also means that people involved in talk wish to keep a conversation and maintain social relationships.

3.2 Talk as Transaction

Talk as transaction is appertained to what is said or what is done by the speaker. Even more, the primal concern of transaction speaking is what is conveyed as a message disregarding the interaction among interlocutors (Richards, 2008). In other words, talk as transaction focuses on what the speaker wants to say or achieve. It has to do with accomplishing some tasks, things, or objectives. In transaction talk, the speaker aims to get something by using some language functions, such as providing explanations, asking, confirming, describing, requesting, and other functions.

3.3 Talk as Performance

Richards (2008) asserts that performance talk “refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches” (p. 22). This type of talk is commonly used in language classrooms to promote discussion and interaction among students. It is also adopted in occasions such as giving speeches. It is almost similar to public speaking because it may involve a large audience. Overall, performance talk is akin to what the speaker intends to act or achieve through his/her talk. It can be said that talk as performance is prepared in advance as written productions.

4. The meaning of Effective Speaking

Effective speaking means satisfying the listener or receiver by captivating his/her attention, enchanting him/her, and establishing a good rapport with him/her. It “is called the gift of the gab” (Gangal, 2012, p.4). In this sense, effective speakers have a unique style of speaking and are knowledgeable about language, especially phonetics, which means that they produce sounds correctly and present their ideas clearly.

Speaking persuasively has a critical impact on the audience. The listener can react positively if the speaker has an effective speaking skill. Furthermore, effective speaking involves addressing the listener respectively, rather than giving him/her certain instructions. Thus, creating rapport with the listener enables him/her to interact and negotiate with the speaker; as a result, this promotes communication and maintains social relationships.

More importantly, effective speaking means empathising with the listener and considering his/her needs. In other words, it involves avoiding triggering or dissatisfying him/her at any cost, which means that the effective speaker chooses his/her words carefully and addresses the listener respectively. Effective speaking means that speech is “directed at a specific audience in a face-to-face situation where the speaker can make use of the here-and-now and can get immediate feedback from the listener(s)” (Safont, 2002, p. 51).

Further, effective speaking skill is also pivotal for both teachers and students to promote interaction and establish a successful communication in the classroom. Hence, speaking effectively in the classroom enables the teacher to explain the lesson easily, as well as it assists learners through manifesting their understanding of the lesson. In short, effective speaking demands being prepared and adjusting one’s speech to different situations.

5. Aspects of Effective Speaking

Speaking effectively requires encouraging the audience to listen, involving them, and stimulating their interest. It may also demand in some cases encouraging the audience to share opinions or provide a certain feedback. Indeed, effective speaking has several aspects. It demands pleasing the listener(s) through an impressive voice, making the listener attentive to what is being said cleverly, irrespective of the speech duration, communicating clear ideas and thoughts that are relevant to the subject of the exchange, making the listener long for more information throughout the speech by using an appropriate tone, employing familiar vocabulary, releasing any kind of monotony using some anecdotes and involving a sense of humour, using appropriate prosodic elements, such as appropriate stress, pitch, and intonation, using a unique style of speech and fluent conversation, and establishing rapport between the speaker and the listener(s) (Gangal, 2012).

In brief, effective speaking implies having confidence, showing enthusiasm, and being relaxed and engaged in talk actively. It requires an appropriate body position eliminating stress and fear. More importantly, it is also featured by being understandable, interesting, and persuasive.

5.1 The Use of Body Language

Body language has a fundamental role in a particular conversation. In order that the latter endures successfully, a speaker should use non-verbal language to fill some gaps in the conversation. It is also referred to as non-verbal communication since it involves the use of some body movements. Although mastering the skill of speaking can be difficult, the speaker can reinforce his/her speech through the use of some non-verbal cues. This means that speaking requires a good body posture, appropriate gestures, particular facial expressions, and other crucial aspects. For instance, facial expressions can reflect feelings, such as satisfaction, dissatisfaction, embarrassment, fear, pride, and other emotional factors.

“Non-verbal communication, or as it is more popularly known, body language, refers to those movements and positions of the head, limbs and body that convey meaning” (Williams, 1997, p. 4). The use of body language can be used to perform certain tasks, which means that it has several functions, for example :

- Giving information
- Seeking information
- Expressing emotions
- Communicating interpersonal attitudes (e.g. warmth, dominance, liking)
- Establishing and maintaining relationships
- Regulating social interaction (Williams, 1997, p. 4).

As a result, the use of body language is essential for speakers. For instance, non-verbal language may reflect power, confidence, and persuasion that a speaker may sensitise his/her listener when giving a speech. Nodding the head may be used to emphasise a particular idea. Also, making an eye-contact with the listener may allude to the speaker's intention to confirm something or change the listener's point of view.

6. The constituents of Effective Speaking

Effective speaking has various constituents. An effective speaker should know what to say, how to say, and when to say in order to convey his/her thoughts and ideas clearly.

6.1 What to Say

6.1.1 Perfect Clarity of Purpose and Thought

Chiefly, effective speakers recognize well that relating to a particular audience requires introducing the subject matter clearly and setting a specific purpose for it. It is believed that there is no speaker who is completely knowledgeable about the subject under discussion, which means that regardless of being a skilled speaker, knowing everything about a particular subject is not possible.

Above all, the speaker should present clear ideas and thoughts when speaking, that is, being relevant to the subject and having a purpose. In order to eliminate any source of confusion, misunderstanding, and disinterest in the subject under discussion, the speaker should provide the listener(s) with evident ideas (Gangal, 2012).

Thus, conveying clear messages and setting a specific purpose are two basic aspects for a successful communication. The speaker has to be clear and audible, which denotes

that s/he centers on the listener and wants to captivate his/her attention. An effective speaker determines the objectives of his/her speech and attempts to accomplish them. Indeed, the purpose of speaking differs according to the subject matter, the context, the listener's needs, and other factors ; however, speaking is generally meant to share information, providing explanation, persuading or negotiating, and many other purposes a speaker may wish to achieve.

6.1.2 An interesting Content

One of the best ways of making the listener(s) interested and engaged in the conversation is to speak about an impressive subject. This will direct the attention of the listener to everything that is said by the speaker (Gangal, 2012). This implies that a listener will be attentive to a speaker's speech if the content of that speech is appealing.

A speaker may communicate with different kinds of audience. The latter may differ in terms of values, beliefs, and knowledge. As a result, the speaker's aim is to reach all the listeners and make his/her speech memorable. To put it differently, impressing the listener implies speaking about something that has a valuable content that appeals the listener.

6.2 How to Say

6.2.1 Self-confidence

Self-confidence refers to the trust that one has in him/herself. A confident person believes that s/he can perform or accomplish a certain task. The latter is characterized by being unafraid to take risks and face the challenges. A skilful speaker is characterized by self-confidence. In other words, "A confident person is the one who always thinks positive about what s/he does or says, and never doubts its happy outcome" (Gangal, 2012, p.8). A confident speaker can persuade the listener and respond to him/her concisely avoiding obscure answers.

Speaking with self-confidence implies acting intelligently and managing fear and stress. "A speaker with bubbling self-confidence always wins the hearts of his/her listeners" (ibid.). Although it appears that self-confidence is similar to self-esteem, it is

believed that they differ in terms of self- perception and self-appreciation. For instance, self-confidence is associated with believing in and trusting one's own capacities, while self-esteem refers to the extent to which one values him/herself.

6.2.2 Command of Words

It is contended that grabbing the listener's attention each time one speaks is very important. In speaking, words are the means by which a speaker communicates his/her ideas ; thus, choosing the appropriate words in an exchange is very essential. One of the most obvious effects of speaking appropriately is the avoidance of the misunderstanding of speech and the misleading of the listener.

“To leave a permanent impact on the listener's mind using the right word at the right place is indispensable for a speaker, and for this, s/he needs a good active vocabulary” (Gangal, 2012, p.9). A speaker that has a good command of words is functional and able to use the language effectively. S/he recognizes what vocabulary can be the most appropriate for a particular context. Indeed, having an appropriate command of words means mastering the language and being able to deal with various speaking situations.

6.3 When to Say

An effective speaker should determine the right time to say something, which is essential for a successful speech. “ Saying something at the right time, with a positive bent of mind, is bound to give fruitful results” (Gangal,2012, p. 10). In other words, to keep a conversation, a speaker should be wary of the time when s/he has to say something.

Hence, executing a certain talk at the appropriate time leads to an effective exchange and leaves a positive impact on the listener. Speaking at the right time leads to rewarding results in a particular exchange. In other words, a speaker that chooses the perfect timing for saying something guarantees that his/her speech will be persuasive.

7. Definition of the Speaking Skill

Speaking is the skill that enables a person to verbalize or communicate his/her ideas. Hedge (2000) asserts that it is “a skill by which they [people] are judged while first

impressions are being formed” (p. 261). The speaking skill is a productive and communicative skill that involves expressing one’s ideas and thoughts. This skill is based on interaction between the speaker and listener(s). As a result, it involves a twofold communication.

Safont (2002) claims that “The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language” (p. 51). It is regarded as an interactive skill that enables one to maintain relationships. In other words, one that masters the speaking skill can embody several communicative ideas.

Students who are passionate about language learning prefer to communicate their ideas using the target language ; as a result, they regard the speaking skill as an effectual skill that boosts their abilities in the language learning process (Ioannou-Georgiou and Pavlou, 2003). In other words, students need the speaking skill in the classroom to perform certain activities, interact with the teacher, socialise and collaborate with their peers. Hence, speaking is a language skill that is pivotal for different social, academic, and professional contexts.

In brief, this skill is essential in the language learning process since it enables learners to transmit and convey messages. With regard to this skill, most EFL learners wish to develop it in order to be proficient in the language. Although it demands a lot of efforts and may require a long time, it can be improved through intensive practice and continuous exposure to the target language.

7.1 The Importance of the Speaking Skill

The speaking skill is vital to the progress of foreign language learning. Communicating effectively in various learning situations demands developing the speaking skill of language learners (Goh and Burns, 2012). It is regarded as the most fundamental language skill that establishes communication in the classroom. In fact, this skill is important since it enables learners to negotiate, express opinions, and share information.

Stein (2007) stresses that “to learn a language, to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will

lose ‘fun’ using it” (p. 2) .A learner may use it to interact with classmates, persuade the teacher about a specific point of view, and participate as an active member of the classroom. In particular, interaction among language learners can be fostered if teachers emphasise speaking and direct their attention to improving the speaking skill by assigning activities that demand the use of language and promote discussion among students. “Speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication” (Goh and Burns, 2012, p. 15).

In view of this, the skill of speaking enables one to use words meaningfully reflecting some thoughts and ideas. It is important since it can be used to perform professionally in different domains. In addition, it contributes to the success of one’s career if it is used effectively. For instance, applying for a particular job requires possessing a good speaking skill, especially in job interviews. Therefore, the speaking skill is essential not only for academic and professional issues, but also for social ones in terms of assisting social relationships and building good rapport with people.

7.2 The Speaking and Listening Skills

Listening and speaking are interrelated skills. They are regarded the basic skills for effective communication. In particular, a successful exchange is based on mastering these two skills, which means being able to comprehend what is heard, as well as being able to convey meanings and process information skilfully. A person may show that s/he is attending what is heard (input), and that s/he is actually listening by speaking and responding to that input.

It is believed that listening and speaking skills are undervalued and are not given importance in EFL classrooms. The instruction of these skills is not efficient; as a consequence, it is reflected in the poor communicative skills of language learners. “For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener” (Anderson and Lynch, 1988, p. 15). In EFL classrooms, learners seek to accomplish proficiency in all the language skills, primarily listening and speaking skills.

In brief, mastering a language requires developing the communicative skills of that language, which are critical to the learning process. These basic skills can be improved through practice and effective instruction that is exhibited by an effective language teacher.

8. Components of the Speaking Skill

8.1 Grammar

This term refers to the rules that govern a particular language. Indeed, it is the ability to use the language being committed to its rules. One has to learn the grammar of a language in order to speak it. Luoma (2004) states that “Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing” (p. 12). Grammar may also refer to the ability of combining words to form phrases and sentences. It is the study that involves the construction of certain structures, which results in producing language.

8.2 Vocabulary

Vocabulary refers to the words that are used by the speaker to communicate his/her ideas. It is the set of words that are common to a particular person, which are used in a particular context for a certain purpose. For this reason, vocabulary concerns studying the use of words. Having the vocabulary of a particular language means being knowledgeable about that language in terms of meanings. To put it differently, it refers to “the words that are known or used by a particular person, or that are used in a language or subject” (Cambridge Dictionaries, 2015).

In other words, vocabulary refers to all the words that are used by people, which enable them to produce the language. Specialized vocabulary, which one may possess is referred to as lexicon. Thus, having sufficient vocabulary allows the speaker to communicate effectively. Indeed, learning a language implies learning its vocabulary as a first stage of language development.

8.3 Pronunciation

Pronunciation is the ability to utter words appropriately. Luoma (2004) asserts that “Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation” (p. 11). In addition, pronunciation is closely related to speaking since producing the language requires pronouncing its sounds. Safont (2002) argues that speaking a language is based on pronouncing the sounds of that language and that there exists an evident relation between speaking and pronunciation. Enunciating words correctly and using stress and intonation appropriately are essential for EFL learners.

Accordingly, speaking a language with correct pronunciation is the most desirable issue in foreign language teaching and learning. “Of all the aspects related to the speaking skill, pronunciation appears to have the closest link to our self-concept, to whether we have positive or negative feelings about hearing ourselves sound « foreign »” (ibid., p. 54). Pronunciation is related to the phonological aspect of the language and is based on the production of sounds using some body organs, mainly the tongue and mouth.

8.4 Fluency

Fluency refers to the spontaneous use of language without hesitation or distortion in one’s voice. Hedge (2000) defines it as “the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation” (p. 54). For EFL learners, gaining fluency is a very difficult task. Since fluency requires speaking rapidly, it is regarded as the most demanding aspect of the speaking skill for most language learners. One who is fluent in speaking is not concerned with accuracy, which means that making mistakes is disregarded (Baker and Westrup, 2003).

Namely, most EFL learners struggle to improve this aspect since it involves the use of language naturally without any long pauses or disturbing speech fillers. “If learners can express meaning with few pauses and hesitations, they are often considered to be fluent, even when they make many grammatical mistakes” (Goh and Burns, 2012, p. 140). A fluent speaker can be easily recognized from the eloquence of the language that is used in a particular situation. In short, fluency can be defined as speaking in a fast pace including

few pauses. It is featured by an easy expression of ideas that a person shows in a speaking context.

8.5 Accuracy

“Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation” (Baker and Westrup, 2003 p.7). Lacking accuracy means producing incorrect grammatical structures, misusing vocabulary, and pronouncing words wrongly. In particular, a correct use of grammar, proper articulation, and appropriate use of words in the right context are the main features of an accurate speaker.

To put it differently, accuracy is defined as the ability to use words appropriately in terms of grammar and phonology. It involves the production of language making no mistakes. It also associated with precision when it comes to speaking. In accuracy, a speaker has to be rigorous when s/he uses the different aspects of language, especially grammar, vocabulary, and pronunciation. The correctness of all these aspects is what makes an accurate speech. In short, accuracy has to do with correctness in some fields of language, mainly grammar and syntax, phonology, and semantics.

8.6 Comprehension

The term comprehension refers to the ability of understanding what is received as an input. It is defined as “the ability to understand something” (Cambridge Dictionaries, 2015). Comprehension is not only related to listening and reading, but also concerned with speaking. It is possible that teachers adopt speaking comprehension as a way of encouraging students to comprehend the vocabulary encountered in the language learning process. In other words, students will be able to speak accurately if teachers include speaking comprehension as a part of the classroom activities, which means training them to understand what is being said by the teacher, as well as what they are saying when discussing a certain topic.

That is, comprehension implies that a person apprehends what is heard. As a matter of fact, language progress is based on comprehension. In brief, understanding the language that is used by people, being familiar with the vocabulary used and grasping the ideas expressed.

9. Speaking in the Classroom

Speaking in the classroom is critical to the language learning development. In EFL classrooms, learning a language requires an interaction between the teacher and students. It involves participation on the part of learners and establishing discussion on the part of the teacher.

9.1 Speaking in a Language Lesson

Richards (2008) states that “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners” (p.19). For that, promoting speaking in the classroom is essential to the language learning progress. The primal aim of language learners is to boost their speaking skill. Thus, the teacher should assist his/her students in the language learning process encouraging them to speak whenever it is possible. Most classroom activities are assigned to make students talk as much as possible. Language learners assess their speaking based on how much they improved this skill, which reflects their language learning progress (ibid.).

Hence, students should be exposed to the language and offered opportunities to practise it in order to reach proficiency. “In some classrooms, speaking means that the students repeat sentences or dialogues, or chant English words. Repetition is only one useful way of practising new language” (Baker and Westrup, 2003, p. 7). Thus, language learning and development are based on intensive speaking in the classroom.

9.2 Problems of Speaking in the Classroom

9.2.1 Reticence

“Reticence, therefore, should not be interpreted as a lack of motivation to learn to speak. That learners may not be willing to communicate in the target language” (Goh and Burns, 2012, p. 29). The term reticence denotes being reluctant to speak or being disinclined to engage a particular talk. Reticent persons are apathetic about speaking and attending social events.

Moreover, reticence can be referred to the state of aversion towards expressing one’s own ideas and thoughts. It is the silence that is shown by persons who may have some

psychological problems. More importantly, reticent learners are afraid of being embarrassed in front of their classmates. They remain silent and unresponsive in the classroom avoiding participation or any kind of interaction. Those students do not respond in the classroom because they are fearful of being ridiculed.

Reticence in speaking has been regarded as an irritating matter for both language teachers and learners. Although reluctant learners may understand the teacher's questions, they may feel that their answers would not be correct or that they would not be the answers that their teacher expects. That is why, it is suggested that the teacher should accept the various answers proposed by his/her students regardless of their relevance to the questions asked.

9.2.2 Lack of Vocabulary

Basically, speaking requires a great deal of vocabularies. The lack of vocabulary implies a shortage of words and expressions that one may have. A language learner that has poor vocabulary may not know how to express his/her ideas; hence, s/he may encounter many difficulties in understanding and learning that language. Students can be reluctant when they are involved in activities that demand speaking. This may be due to facts such as having little to say, being unfamiliar with the topic, or being unable to use correct grammar (Baker and Westrup, 2003). It means having few words to say about something and little knowledge about the subject matter.

The dearth of vocabulary may affect other aspects of the language, such as fluency because one will spend time thinking about words and expression s/he intends to use in a particular conversation. In addition, a learner who has an inadequate vocabulary is unable to communicate ideas using the target language. The latter may lead to other problems in the classroom, such as reluctance, inhibition, demotivation, and disinterest in the language learning process. The lack in a learner's lexicon may lead to the misuse of words. The reasons why some language learners have poor vocabulary may primarily refer to the lack of language exposure and practice.

9.2.3 Shyness

Shyness is a psychological state in which a person feels inhibited to do certain activities. It is associated with feelings of anxiety, fear, hesitancy, and other factors or

symptoms such as sweating and blushing. Fundamentally, shy learners encounter many problems in the language learning process. They are more sensitive to the teacher's comments or criticism. Also, they feel scared and uncomfortable when they are asked to perform a particular task. Stein (2007) claims that "Sometimes they are too shy to speak in front of others because they think they have a defective pronunciation or lack the appropriate vocabulary to be able to keep up a conversation" (p. 2).

To put it differently, shy learners may feel abashed to participate in the classroom since they are afraid of being laughed at. In particular, discouragement of expressing thoughts and fear of elaborating ideas are the main inducements for shyness. It is contended that the passivity of some learners is due to their shyness. Being timid to share one's ideas and thoughts hinders the language learning progress and cause failure of acquiring proficiency in the language skills. Shy people feel worried when it comes to verbal exchange and social interaction. In brief, shyness is the state of apprehension and inhibition of mingling with people.

9.2.4 Lack of Self-confidence

Many people struggle to gain confidence in various situations. The lack of self-confidence means that one has doubts regarding personal abilities. It is featured by a scepticism that a person may show in various situations. Namely, students with low level of confidence cannot manage their fear or express their opinion freely. Ineffective speaking skill can be due to lack of self-confidence, which induces misunderstanding on the part of the listener.

In other words, lack of confidence implies having some unfavourable feelings, such as apprehension and suspicion. This negative psychological state is also associated with the lack of self-efficacy and self-esteem. People who lack self-confidence have negative thoughts about themselves and avoid doing certain tasks because of fear and other factors.

Nonetheless, lack of self-confidence may be caused by some external factors, such as abusing and severe criticism. In other words, lack of self-confidence is not basically related to internal factors, but it can arise from external factors and leave a noticeable effect. It may involve blaming and treating oneself badly.

In speaking activities, unconfident learners hesitate to communicate their thoughts. Their suspicions of being criticised are what deters them from reaching particular objectives, mainly language development. Lacking self-confidence implies being insecure and distrusting one's potential. Language learners can deal with their lack of self-confidence when they expect less from others, which means that some people may not interact with them or cooperate when they attempt to speak (Baker and Westrup, 2003). The lack of self-confidence may affect the learner's language learning progress causing speaking difficulties and may result in other problems, such as reticence.

Conclusion

This chapter has reviewed some of the most interesting concepts related to the subject matter (i.e., speaking). The content of this chapter has expounded that possessing good communication skills enable speakers to accomplish their objectives and relate to their audience easily. In fact, the words that people use determine to what extent they are effective speakers. This chapter provided a clear idea about speaking as an important factor in the mastery of language. It has also stressed that speaking should be given attention since it is the most judgmental skill in foreign language teaching and learning. This chapter demonstrated that the speaking skill is essential for success either in educational, social and personal, or professional career. In addition, it has emphasised that being an effective speaker has a valuable role in a particular conversation. Thus, being knowledgeable about the subject matter, knowing the appropriate time to speak, and expressing ideas clearly are the main requirements for an effective exchange. Hence, establishing a successful communication is based on the speaker's abilities to express thoughts effectively and the listener's abilities in terms of being attentive to what is being said.

Chapter Three :Field Work and Data Analysis

Introduction.....	60
1. Description and Analysis.....	60
1.1 Research Methodology.....	60
1.2 Population and Sample.....	61
1.3 Consent Letter.....	64
1.4 Mock Test.....	64
1.5 Quasi-experiment.....	66
1.5.1 Pretest.....	66
1.5.1.1 Session One.....	66
1.5.1.1.1 Task 1.....	67
1.5.1.1.2 Task 2.....	69
1.5.1.1.3 Task 3.....	69
1.5.1.2 Session Two.....	70
1.5.1.2.1 The Speaking Skill Task.....	70
1.5.2 Treatment.....	72
1.5.2.1 Session Three.....	72
1.5.2.2 Session Four.....	72
1.5.3 Progress Test.....	73
1.5.4 Posttest.....	78
1.5.4.1 Session Five.....	78
1.5.4.1.1 Task 1.....	78
1.5.4.1.2 Task 2.....	80
1.5.4.1.3 Task 3.....	81
1.5.4.2 Session Six.....	81
1.5.4.2.1 The Speaking Skill Task.....	81
1.6 <i>t</i> -Test : Pretest and Posttest.....	83
1.6.1 Task 1.....	84
1.6.2 The Speaking Skill Task.....	86
1.7 Questionnaire.....	88
1.7.1 Section 1: Background Information.....	89

1.7.2	Section 2: Perceptions of Speaking.....	89
1.7.3	Section 3: Listening and Imitation.....	89
1.7.4	Section 4: The Process of Shadowing.....	89
1.7.5	Section 5: Opinionnaire.....	90
1.7.1	The Pilot Stage.....	90
1.7.1.1	Section 5: Opinionnaire.....	91
1.7.2	Administration.....	95
1.7.3	The Main Investigation.....	95
1.7.3.1	Section 1: Background Information.....	95
1.7.3.2	Section 2: Perception of Speaking.....	99
1.7.3.3	Section 3: Listening and Imitation.....	111
1.7.3.4	Section 4: The Process of Shadowing.....	114
1.7.3.5	Section 5: Opinionnaire.....	127
2.	Discussion and Results.....	132
2.1	Mock Test.....	132
2.2	Quasi-experiment.....	133
2.2.1	Progress Test.....	133
2.3	t-Test: Pretest and Posttest.....	134
2.3.1	Task 1.....	134
2.3.2	The Speaking Skill Task.....	134
2.4	Questionnaire.....	135
2.4.1	The Pilot Stage.....	135
2.4.2	The Main Investigation.....	137
	Conclusion.....	139
	General Conclusion and Pedagogical Implications.....	141
	References.....	145
	Appendices	

Chapter Three: Field work and Data Analysis

Introduction

The present chapter deals with the field work and analyses data. It considers the procedures for conducting quasi-experiment, including the pretest, treatment, and posttest. In addition, it attempts to investigate the contribution of shadowing as a method/technique enabling students to speak skilfully and fostering other aspects related to the English language. Further, this chapter describes the data collection methods and provides a detailed analysis of all the research tools that have been utilized to probe the subject under-investigation. Furthermore, it aims at identifying how the speaking skill can be improved through shadowing, which would be established making a comparison between the pretest and posttest.

This experimental study was supported by an administration of a questionnaire that reflects the present research and specifies the difficulties encountered in speaking. Above all, a *t*-test was adopted to demonstrate the effect of the training stage. Additionally, it reports the results that are obtained from the research instruments and draws conclusions based on those results. This chapter attempts to answer the research questions proposed in the present research and validate its hypotheses. Hence, data obtained from the research tools will be coded and analysed using tables and graphs. Thus, results will be discussed and presented, and some pedagogical implications will be inferred.

1. Description and Analysis

1.1 Research Methodology

The present research that is based on a Quasi-experimental design attempts to probe the relationship between the shadowing method/technique and the speaking skill of EFL learners. It uses non-randomization in which the sample that is under-investigation was selected purposely. In view of this, it should be revealed that this research does not aim at generalizing its results. For that, quasi-experiment was chosen as a type of experimental design that eliminates some potential matters, such as some restrictions related to time and participant management.

The present research involves qualitative quantitative approach. In other words, it is a mixed-methods research. As a quantitative method, quasi-experiment was used to investigate the relationship between the research variables. One of its common designs, one-group pretest-posttest, was adopted to ease the process of enquiry and provide precise data about the subject under- investigation. In particular, this experiment includes three stages (pretest, treatment, and posttest) and conducted on a group from Third Year students of English at Mohamed Kheider University of Biskra. Thus, as an experimental group, 16 participants were selected using non-probability sampling design. One of the most common types of this sampling procedure (i.e., purposive sampling) was used to select those participants, which involves a sample that is less than 30 students.

Basically, the qualitative approach is appertained to probe the participants' perceptions and opinions regarding the subject under-investigation. For this reason, a case study, which is a qualitative method that involves a detailed observation of the subject under- investigation was endorsed. Another qualitative method of data collection that was used in our research is a questionnaire in a printed form administered at the end of our experiment. This qualitative research tool serves to elicit data, validate the hypotheses, and strengthen the validity of our research. It is within this questionnaire, a method that was called opinionnaire was included as a section to evoke precise information about the questionnaire's format and content and allow more free responses through comments and suggestions.

Even more, data were collected using a video camera. The data obtained from these recordings provide precise information being protected by this tool. On the one hand, they have assisted the process of analysis and helped the researcher to assess the speaking skill of those participants. On the other hand, this sophisticated research tool allows the researcher to assess the speaking skill of the participants meticulously, as well as transcribe their speech for further analysis.

1.2 Population and Sample

The population of our research includes the sum of 10 groups (≥ 30 or > 40 students in each group). In fact, it is composed of 372 Third Year students of English at the Department of Foreign Languages at Mohamed Kheider University of Biskra. Indeed, the average age of our population is between 22- 25 years old. Those students are foreign

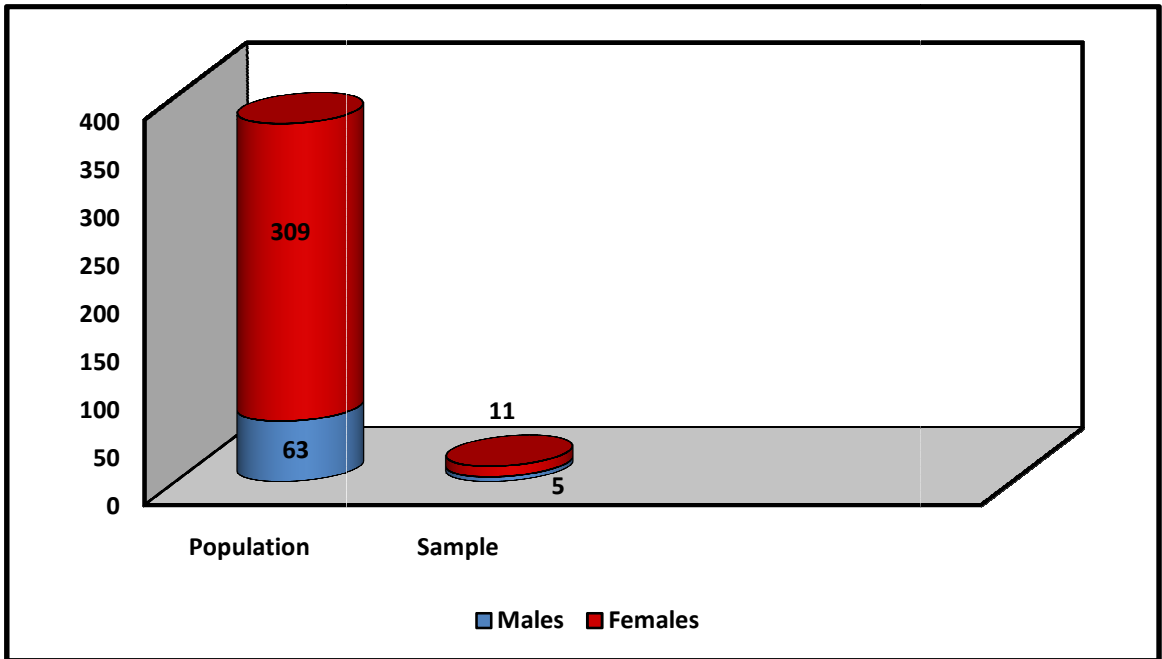
learners of the English language that are about obtaining the License Degree in this language at the end of this academic year. Specifically, they belong to different geographical areas in Algeria; however, only two female students are foreign learners from other countries.

From all the groups, 16 students have been selected as a sample of the present study, particularly groups 1, 2, 3, 4, 5, 8, and 10. The majority of those participants are females (11 females and 5 males). They are benevolent and are regarded as an experimental group for our research. However, 4 students (2 female and 2 males) were excluded due to their absence. In view of this, the sample that is chosen represents about 4.30 % of the whole population.

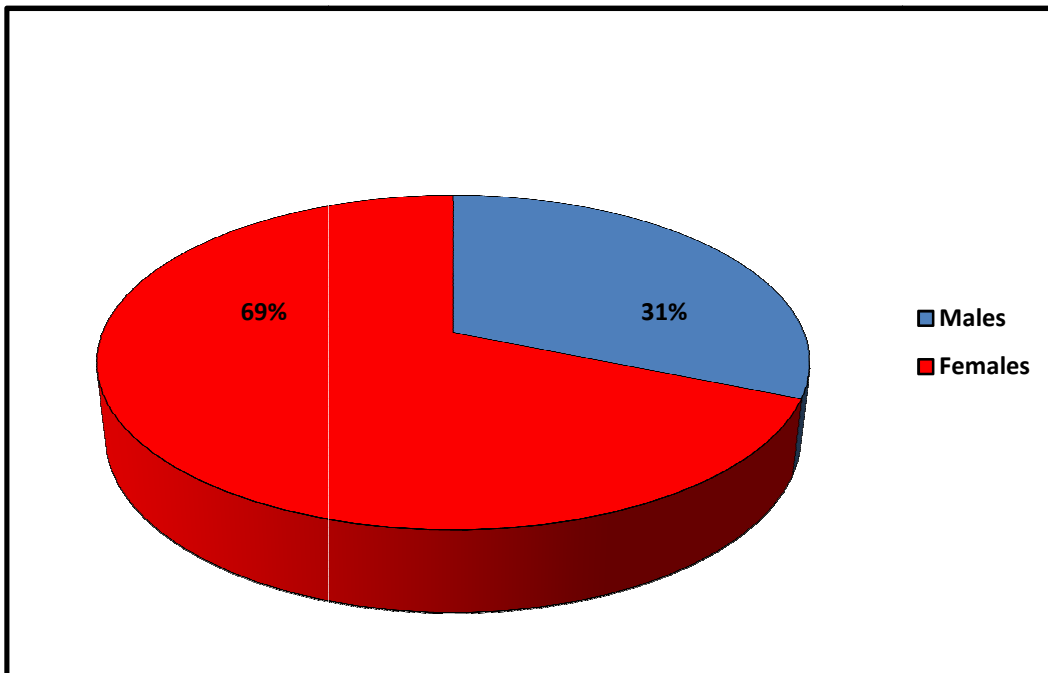
It was intended to choose purposive sampling as a type of sampling. That is, this small number of the participants was selected because of reasons related to the purpose of the present research. Owing to its nature that requires a number of the participants that is less than 30.

	Population		Sample	
	Number of Students	Rate (Percentage %)	Number of Students	Rate (Percentage %)
Females	309	≈83.06	11	69
Males	63	≈16.93	5	31
Total	372	100	16	100

Table 3.1 Rate and total number of the population and sample.



Graph 3.1 The total number of population and sample.



Graph 3.1.1 Sample composition: rates.

1.3 Consent Letter

Prior to the experiment, consent letters were distributed to our participants in which they have to approve officially of the research requirements, that is, attending all the stages of experiment including six sessions and answering the questions proposed in the questionnaire. We have kindly asked them to sign and ensured that their participation would afford helpful feedback and foster the validity of our research. All the participants, except 4 students, have agreed to sign this letter. A sample of this letter is provided in the section of appendices (appendix C).

Based on our request, the administration has kindly proved that the researcher can conduct the experiment using video recordings that assist the process of data collection and analysis and provide the present research with veracious evidence (see appendix A). With compassion, our participants have accepted filming their performances during the stages of the experiment using the video camera.

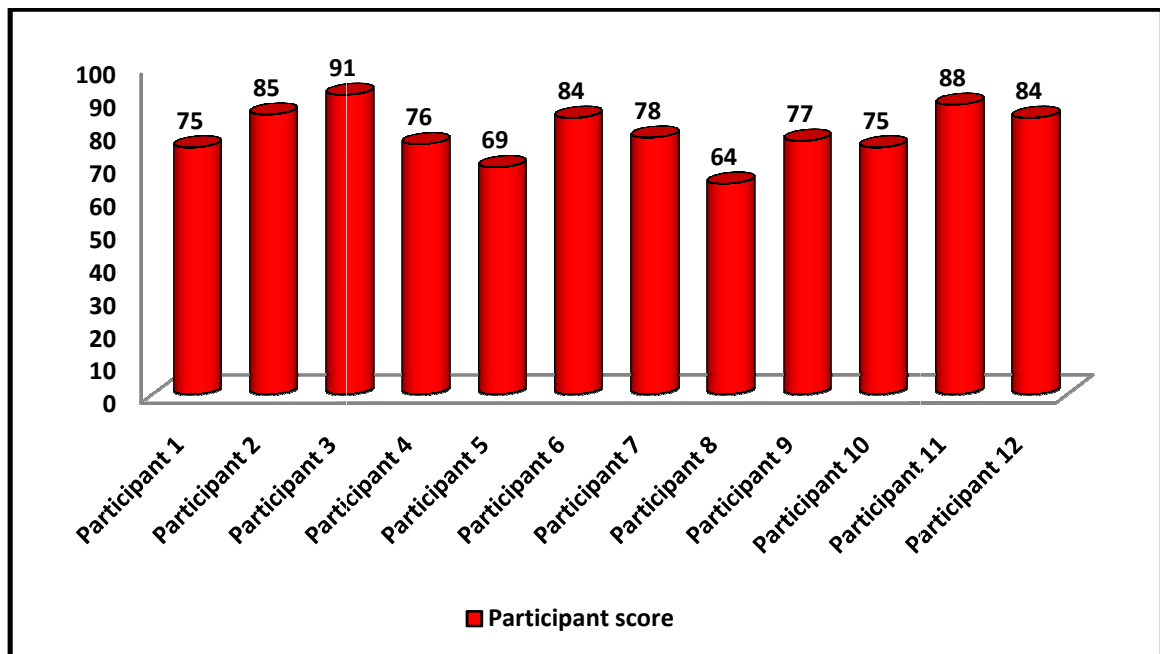
1.4 Mock Test

A test that was named “Mock Test” was assigned prior to the experiment (see appendix D). The latter was adapted from “New Headway Intermediate Tests” book, which is composed of various activities that are related to the intermediate level and scored on one hundred points. Basically, we contended that our participants would be classified under the intermediate level and/or above this level. In other words, they may be intermediate or upper-intermediate learners of the English language.

Primarily, we have assigned one of the intermediate tests in that book, and we assumed that if most participants would score 100 points on this test, which means they might be above the intermediate level, we would choose another test that is related to the upper-intermediate level. Based on this assumption, we selected unit 1 from this book that consists of several exercises. Each exercise has a particular score and key answer. In short, this test was assigned to prove that those students are of an intermediate and/or above intermediate level, so that the materials used in our experiment will correspond to our participants’ level.

Participant	Gender	Score	Rate (Percentage%)
1	M	75	75
2	F	85	85
3	F	91	91
4	F	76	76
5	F	69	69
6	M	84	84
7	F	78	78
8	F	64	64
9	F	77	77
10	M	75	75
11	F	88	88
12	F	84	84

Table 3.2 The scores of the experimental group in the mock test.



Graph 3.2 The scores of the experimental group in the mock test.

The participants' scores did not exceed the total score (100 points). The average rate of these scores is about 70_80%. Participant 3 has scored the highest points (91%); however, participant 8 scored the lowest ones (64%). In this way, scores

can be classified into four categories. The first category is of more than 60 %, which includes two participants (5 and 8) while the second one has more than 70 % as a score, which includes five participants (1, 4, 7, 9, and 10). What is more, the third category involves a rate that exceeds 80%, in which four participants (2, 6, 11, and 12) have scored it. However, the fourth one involves more than 90% as a score, which includes only one participant (3).

1.5 Quasi-experiment

The present experiment was conducted in the faculty of Letters and Foreign Languages at Mohamed Kheider University of Biskra. Above all, it includes three main stages (a pretest, treatment, and posttest) and consists of six sessions. Each stage has been allotted two sessions.

For both pretest and posttest, most of the materials have been adapted from BBC learning English website, particularly from the section that is entitled “Keep your English up-to-date”. At this point, the aim of this experiment is fundamentally improving the students’ speaking skill, eliminating some psychological problems regarding speaking, developing certain aspects related to English language learning, such as listening skill and comprehension and vocabulary expansion. Also, engaging learners in the learning process, and fostering participation. All the worksheets that have been used are provided in the section of appendices (appendix E, F, and H).

1.5.1 Pretest

The first stage of our experiment, the pretest, consists of two sessions. Each session is afforded one hour and a quarter (75 minutes).

1.5.1.1 Session One (03 rd March 2015)

The first session was intended to be executed in the laboratory of the faculty, but for some administrative reasons, it was impossible to do so. As a consequence, this session was presented in a classroom. Before assigning the tasks to the participants, our supervisor has explained the reasons behind conducting this experiment and asserted that the constant contribution and attendance of those participants are very important to the validity of our research. This lasted for about 15 minutes. Then, we have started the assignment of some tasks after expressing our appreciation and owe to those participants.

Afterwards, the students were exposed to an audio of about 1 minute and 43 seconds speech length entitled “ In your Dreams”. Prior to the listening phase, we have explained to our participants that they are going to listen to an audio presented by David Crystal and asked them whether they know this presenter. Hence, the students answered positively and provided several answers.

1.5.1.1.1 Task 1

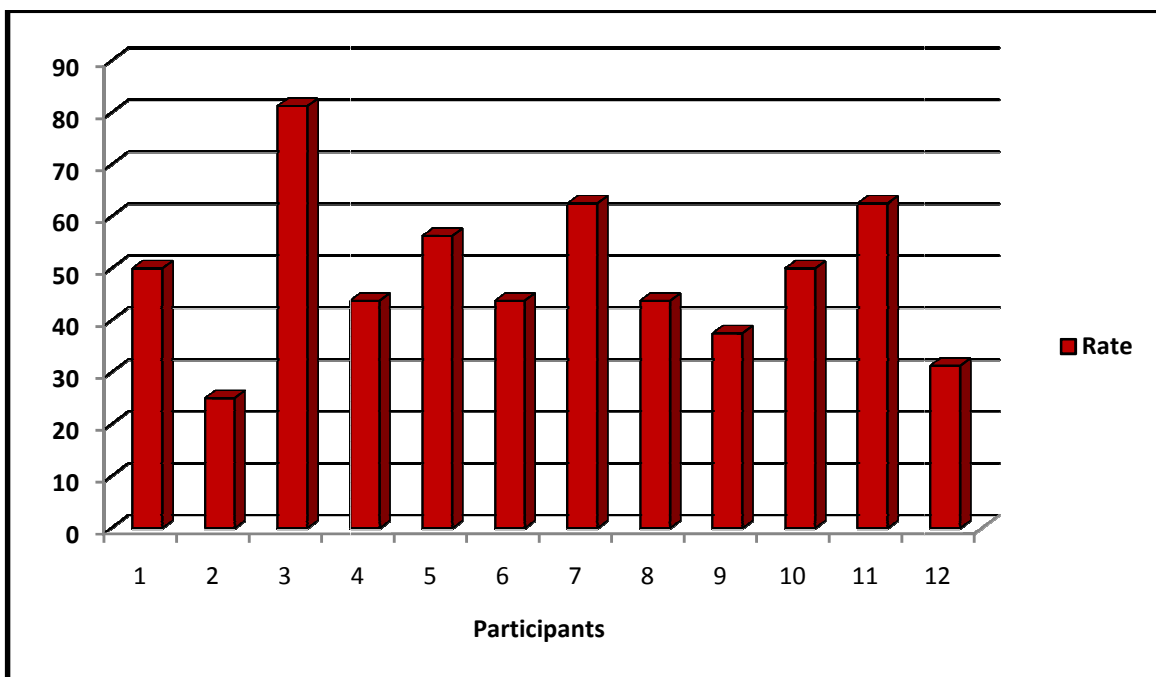
As a matter of fact, the transcript of the previously mentioned audio was distributed to our participants. This transcript that was taken from BBC learning English website has been modified in which we have added some gaps, particularly 16 missing words. Then, the students were asked to listen carefully to this audio and fill those gaps. This task aims at testing the students’ listening skill and listening comprehension and probe their ability to recognize the words pronounced by a native speaker.

More importantly, the basic aim was to train the students’ ear on correct pronunciation of some words and expressions that they will be exposed to in task 2. The audio was played three times since our participants confirmed that they have found all the missing words after the third time of listening. Then, the transcripts were collected for data analysis and other transcripts that are similar to the former were distributed, which include the correct answers (the missing words). The transcript that includes the gaps, and the one that contains the key answers are both provided in the appendices (appendix E).

In view of the analysis of this task, each correct answer was afforded one point. Since we have included sixteen gaps in this transcript, the total score of that task is 16 points. The students’ answers were assessed based on the correct missing words that they provide in those gaps. Although all the students have asserted that they have filled all gaps, we have noticed that some words were perceived wrongly, such as get in instead of get on, danger instead of daydream, and other words were written wrongly, such as rised instead of raised, surccumstances instead of circumstances, and so on. However, other gaps were left without any probable answers.

Participant	Gender	Task 1	
		Score	Rate (Percentage%)
1	M	8	50
2	F	4	25
3	F	13	81.25
4	F	7	43.75
5	F	9	56.25
6	M	7	43.75
7	F	10	62.5
8	F	7	43.75
9	F	6	37.5
10	M	8	50
11	F	10	62.5
12	F	5	31.25
Total	/	94	587.5

Table 3.3 The pretest scores : task 1



Graph 3.3 The pretest scores: task 1.

On the one hand, the highest score was attained by participant (3), which is 81.25 %. On the other hand, the lowest score is attributed to participant 2, which represents 25%. In this case, the students' scores can be classified into three categories. The first category includes three participants (2, 9, and 12) and involves a score from 25% _ 37.5%, while the second one involves a score that is from 43.75% _ 62. 5% and includes 8 participants (1, 4, 5, 6, 7, 8, 10, and 11). In this way, this category is the dominant one, whereas the limited one, the third category, which involves a score that exceeds 80% includes only one participant (3).

1.5.1.1.2 Task 2

Another task, which is related to the audio has been assigned to the participants. This task was adapted from the same website (i.e., BBC learning English). Worksheets that include this task were distributed to our participants. In particular, this task was assigned to examine the students' understanding of some vocabularies presented in the audio. Additionally, it aims to provide our participants with some vocabularies that they will use in the speaking session. In this task, the participants are asked to match those words (vocabularies) to their definition. Hence, the students' worksheets were collected for data analysis, and the key answers were distributed to them in order that they can check their answers (appendix E).

1.5.1.1.3 Task 3

The third task was based on the language aspect. Likewise task 2, this task aims at providing the students with some vocabularies that foster their speaking skill. In other words, it was intended to assign this task to examine whether the students will be able to remember those vocabularies and use them when they speak about the topic suggested in the second session of the pretest. For that, the students are asked to do this task matching the phrases that include the word "dream" to their definitions.

Due to this task, the students were exposed to a variety of vocabularies related to the word 'dream'. Those vocabularies were not introduced in the audio, but they may assist the students' speaking skill in terms of vocabulary expansion. In the same way, the students' answers were collected for data analysis. The worksheets that include the key

answers of that task were distributed, so that learners can recognize the meaning of each phrase (see appendix E).

1.5.1.2 Session Two (04 th March 2015)

This session was executed in the laboratory of the faculty. Since all the sessions were recorded, we have chosen open-ended questions for the oral test. In this sense, the students were not constrained with many instructions in order that they feel at ease when they speak.

1.5.1.2.1 The Speaking Skill Task

Chiefly, the question that was addressed to our participants was “what would your dream job be?” As instructions for this task, the participants were required to use the vocabularies that they were exposed to in the audio, task 2, and task 3. Thus, the speaking task was allotted 5 minutes in which the students should think about what they are going to say and recall the vocabularies introduced in the first session of the pretest.

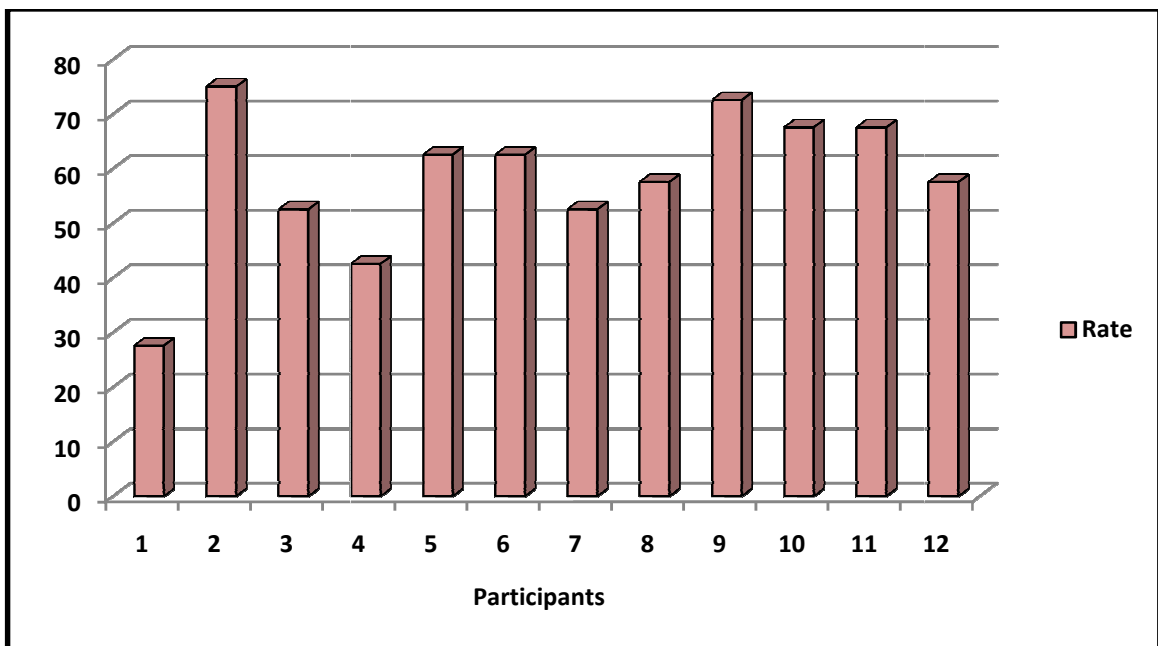
In respect of this, the speaking skill of each participant was analysed focusing on five aspects that are: grammar, vocabulary, pronunciation, accuracy, and comprehension. Each aspect is afforded 4 points. Above all, video recordings have enabled us to analyse the students’ speaking skill meticulously since their speech was transcribed in order to detect grammatical mistakes, identify the vocabularies that were used, check pronunciation, and focus on the relevance of their speech to the proposed question, which means checking their comprehension of the instructions. Hence, the speaking transcripts are provided in appendix I.

Thereupon, we set a number of sub-questions that are optional, which means that the students are not obliged to answer them, but they are free to participate. The aim was to establish a discussion between the students.

As presented in the table below, the speaking skill was analysed based on its five aspects. The letter G stands for grammar, V means vocabulary, P represents pronunciation, A refers to accuracy, and C implies the comprehension aspect.

Participant	Gender	Scores of Speaking					Total score	Rate (Percentage%)
		Aspects						
		G	V	P	A	C		
1	M	2	0	2	1	0.5	05.5	27.5
2	F	2	4	3	2	4	15	75
3	F	3	0.5	2	2	3	10.5	52.5
4	F	3	0	3	1	0.5	08.5	42.5
5	F	4	02.5	1	2	3	12.5	62.5
6	M	3	0.5	3	3	3	12.5	62.5
7	F	2	0.5	2	2	4	10.5	52.5
8	F	2	1.5	2	2	4	11.5	57.5
9	F	4	0	3.5	3	4	14.5	72.5
10	M	4	0.5	3	2	4	13.5	67.5
11	F	3	0.5	3	3	4	13.5	67.5
12	F	2	0.5	3	2	4	11.5	57.5
Total	/	/	/	/	/	/	139.5	697.5

Table 3.4 The speaking skill scores: pretest.



Graph 3.4 The speaking skill scores: pretest.

According to this table and graph, the highest score (75%) is attributed to participant (2); however, the lowest one (27.5%) is scored by participant (1). The whole scores can be categorized into two main categories. On the one hand, the first category of a score from 27.5% _42.5 % includes two participants (1 and 4). On the other hand, the second category includes ten participants (2, 3, 5, 6, 7, 8, 9, 10, 11, and 12) and involves a score that is between 52.5%_75%. Accordingly, this category includes the majority of the participants, which implies that it is the dominant category.

1.5.2 Treatment

The second stage of this experiment is composed of two sessions. Both sessions have been allocated a particular time (one hour and a quarter). These two sessions were basically devoted to explaining the different aspects related to shadowing. To put it differently, this is the training stage in our experiment.

1.5.2.1 Session Three (09 th March 2015)

The first lesson of the treatment was executed in a classroom at our faculty. The latter was intended to be introduced using a Power Point Presentation. However, some constraints have deterred us to use the data show. With regard to this, we have proposed two handouts about the shadowing method/ technique. In the first handout, we stated some definitions of shadowing, materials that the students can shadow, and stages or procedure for shadowing. All the definitions provided in the handout were explained and paraphrased differently. Further, some of the materials that can be shadowed were demonstrated through some pictures displayed on the portable computer. Also, the procedure for shadowing was explained in details.

The second handout involves an explanation of some types of shadowing proposed by Kurata, as well as a description of peer-shadowing. In respect of this, we have explained the types of shadowing providing some examples for each type and clarified how and why peer-shadowing is done in the classroom. As a result, all the students agreed that they have understood the lesson very well.

1.5.2.2 Session Four (10 th March 2015)

This lesson was executed in the laboratory and was mainly based on the use of the data show. Since, in the first lesson of the treatment stage, most students wondered how

shadowing can be practised and requested a real and visual performance for shadowing, we have selected three videos that were downloaded from Youtube, which demonstrate the procedure for shadowing.

In the first video that is entitled “Shadowing Technique learning languages (English)”, Alberto explains what shadowing is and how it is done according to Professor Alexander Arguelles. Equally important, the second video named “Shadowing a foreign language (Chinese)” was a performance of shadowing that is done by Prof. Alexander himself. In this video, this researcher shadows the Chinese language outdoor using a textbook and headphones. Moreover, the last video entitled “English Speaking Practice : How to improve your English Speaking and Fluency : Shadowing” was presented by Julian. The latter has explained what shadowing is and how it can develop many language aspects, such as speaking. At the end, Julian proposed a particular way for shadowing a material and practised shadowing twice. Therefore, we have commented on those videos, provided a detailed explanation, and answered the questions that were asked by our participants.

1.5.3 Progress Test

Prior to the posttest, a progress test was administered to our participants. This test aims at proving that our participants have shadowed some materials on spring’s holiday as a task that had been assigned to them after the treatment stage. This holiday lasts for 15 days (from 19 th March to 5 th April), which means that the students have a significant period of time to practice shadowing at home. Furthermore, this test identifies how those students shadowed focusing on the number of repetitions and use of pauses.

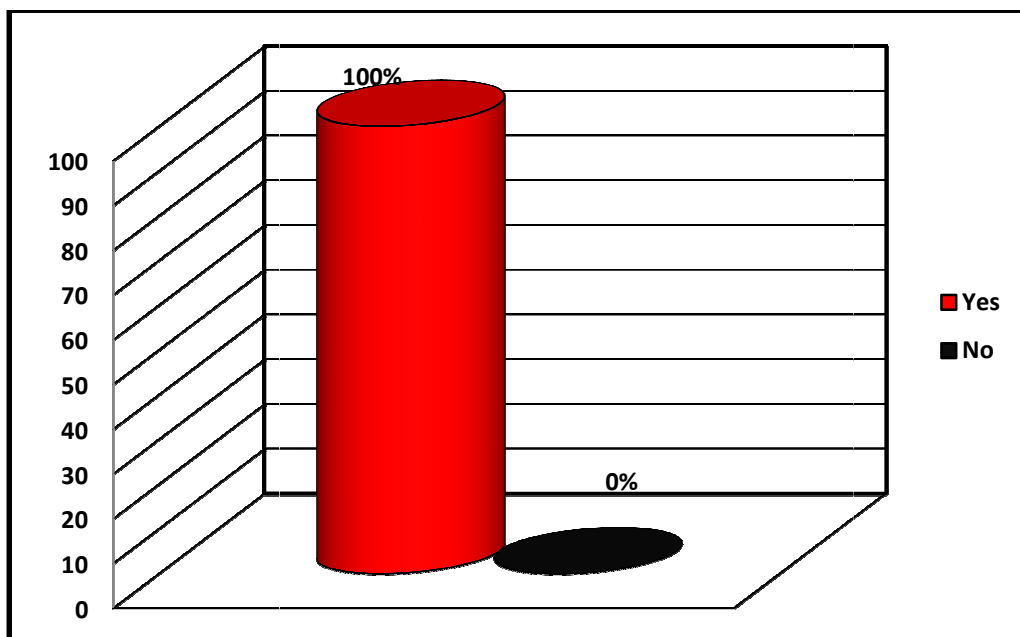
Since it was difficult to decide the number of repetitions regarding the audio, we intended to assign this test in order to determine how many times the audio that will be presented in the posttest can be replayed in the shadowing process and to ensure that this number of repetitions will be appropriate and sufficient for all the participants to shadow the whole input. In addition, we aimed at recognizing the way our students shadowed, the materials that they are interested in, the number of repetitions, and whether they have included pauses in the shadowing process. Thus, in the test sheet, the participants were asked to write their full names to ensure the validity of the results, and then they are required to tick the box and fill in the blank when it is required to do so (see appendix G). This test consists of four questions and it needs about 5 - 10 minutes to be answered.

1. Have you shadowed any recorded material(s) on this holiday ?

Yes No

Choice	Number of Students	Rate (Percentage %)
Yes	12	100
No	0	0
Total	12	100

Table 3.5 Shadowing recorded materials on Spring's holiday.



Graph 3.5 Shadowing recorded materials on Spring's holiday.

On the holiday, all the participants claimed that they had shadowed several materials. The latter represents 100% as a total rate since no one claimed that s/he had not performed this task. This can be regarded as an answer to what has been proposed in the research question 3, which probes the application of shadowing outside the classroom, that is, practising shadowing at home.

2. What is/are the material(s) that you shadowed ?

.....

.....

.....

All the participants argued that they had shadowed materials related to the target language. Namely, participant (1) stated that he had shadowed some short stories in addition to some parts of an audio book. Participant (2) had shadowed several materials, such as music, songs, and dialogues. She added that those materials were on mobile, Youtube, or television.

However, participant (3) claimed that she had shadowed an audio that presents the longest word in the English language in addition to shadowing a very short part of another audio. Participant (4) stated that she had listened to video songs and shadowed them using their lyrics. Likewise, participant (5) had shadowed many songs and subscribed to Julian' channel to learn more about shadowing.

Participant (6) claimed that he had shadowed some recordings, whereas participant (7) had shadowed the speech of some native speakers. Participant (8) said that she had shadowed music and some audios that belong to the BBC learning English website, while participant (9) claimed that she had shadowed a movie. Furthermore, participant (10) said that he had shadowed some podcasts on BBC. Participant (11) argued that she had shadowed some English songs and some parts of documentaries, whereas participant (12) claimed that she had shadowed different materials found on a CD, such as interviews and songs.

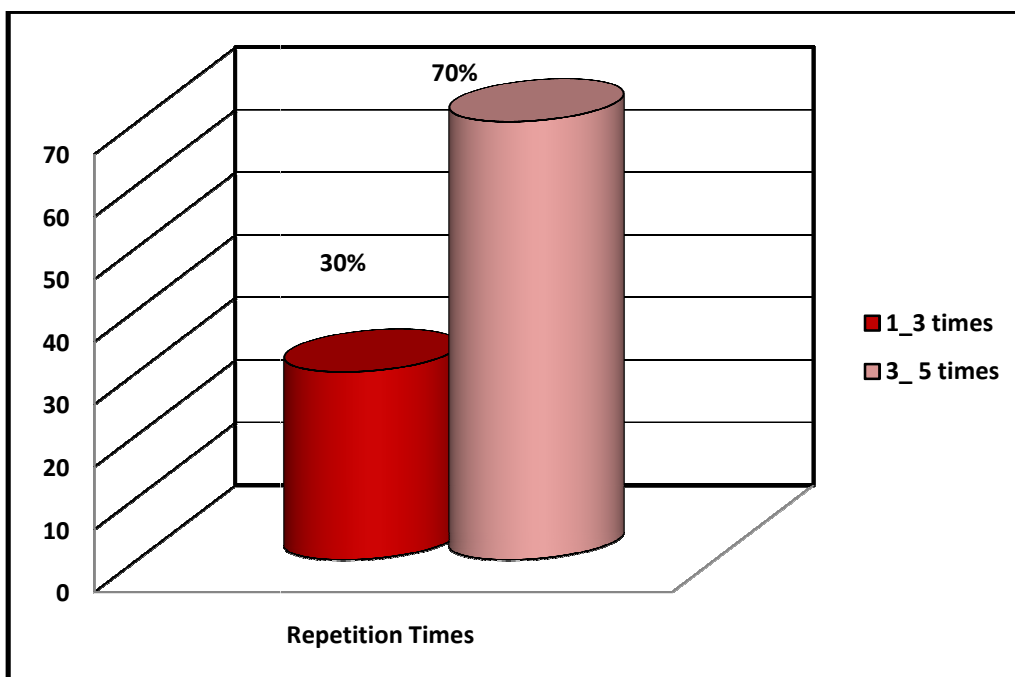
3. How many times have you replayed this material in order to fully shadow it ?

1time _ 3 times

3 times _ 5 times

Number of times	Number of Students	Rate (Percentage%)
1 time_ 3 times	3	30
3 times _ 5 times	7	70
Total	10	100

Table 3. 6 Repetition times required for shadowing.



Graph 3.6 Repetition times required for shadowing.

As demonstrated in this graph, 30% of students argued that the material that they emulated was replayed at least 1 time to 3 times in order to fully shadow it, while 70% of the students, the highest rate, stated that they needed 3 to 5 times replaying the material in order to fully shadow it. As an answer to question 3, the rates showed that shadowing required a number of repetition times to be fully practised outside the classroom.

3. 1 If it is more than 5 times, state how many ?

.....

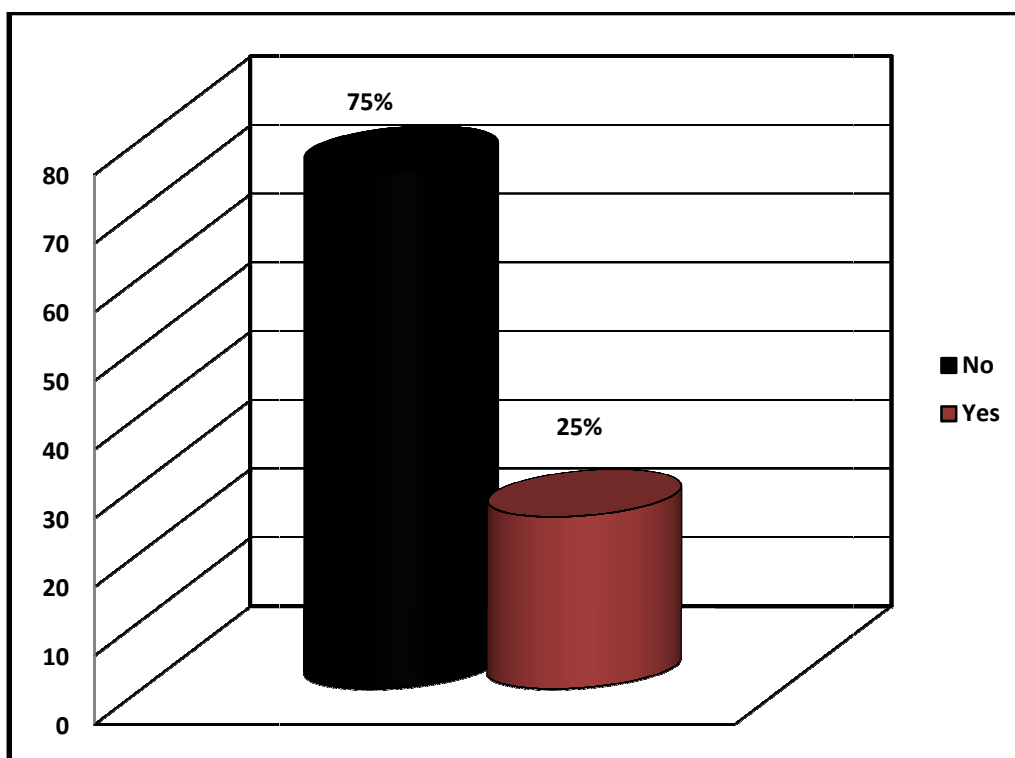
Two participants stated that the shadowing process required more than 5 times to be done. For instance, participant (1) argued that he had replayed the material that he shadowed about 6 to 7 times. Participant (6) claimed that shadowing those materials completely required many times ; however, he could not remember the exact number of repetitions.

4. Have you used some pauses during the shadowing process ?

Yes No

Choice	Number of Students	Rate (Percentage%)
Yes	3	25
No	9	75
Total	12	100

Table 3.7 The inclusion of pauses during shadowing.



Graph 3.7 The inclusion of pauses during shadowing.

As it is demonstrated, the majority of the students (75%) argued that they had not included pauses during the shadowing process, whereas 25% claimed that they had used some pauses when they shadowed the material(s) that they had mentioned in the second question.

1.5.4 Posttest

The posttest, the third stage of our experiment, involves two sessions. Each session is afforded one hour and a quarter, that is, 75 minutes.

1.5.4.1 Session Five (19 th April 2015)

The fifth session was executed in one of our faculty's classrooms. As a warming-up, students were reminded about the presenter of the first audio (David Crystal), as well as the audio's title (In your Dreams). With regard to this, it was noticed that the students were able to remember few information about them. Afterwards, our participants were asked to listen to an audio of about 1 minute and 33 seconds speech length entitled "Peeps".

1.5.4.1.1 Task 1

Prior to listening, we have explained that the students are required to shadow the audio two times silently, which means that they are required to do the mute or silent shadowing twice using the audio's transcript that was distributed. As the first transcript entitled "In your Dreams", this transcript (of Peeps) was modified adding some gaps to be filled. Simultaneously, our participants are required to shadow and fill those gaps, which means that they have to find 16 missing words (see appendix H).

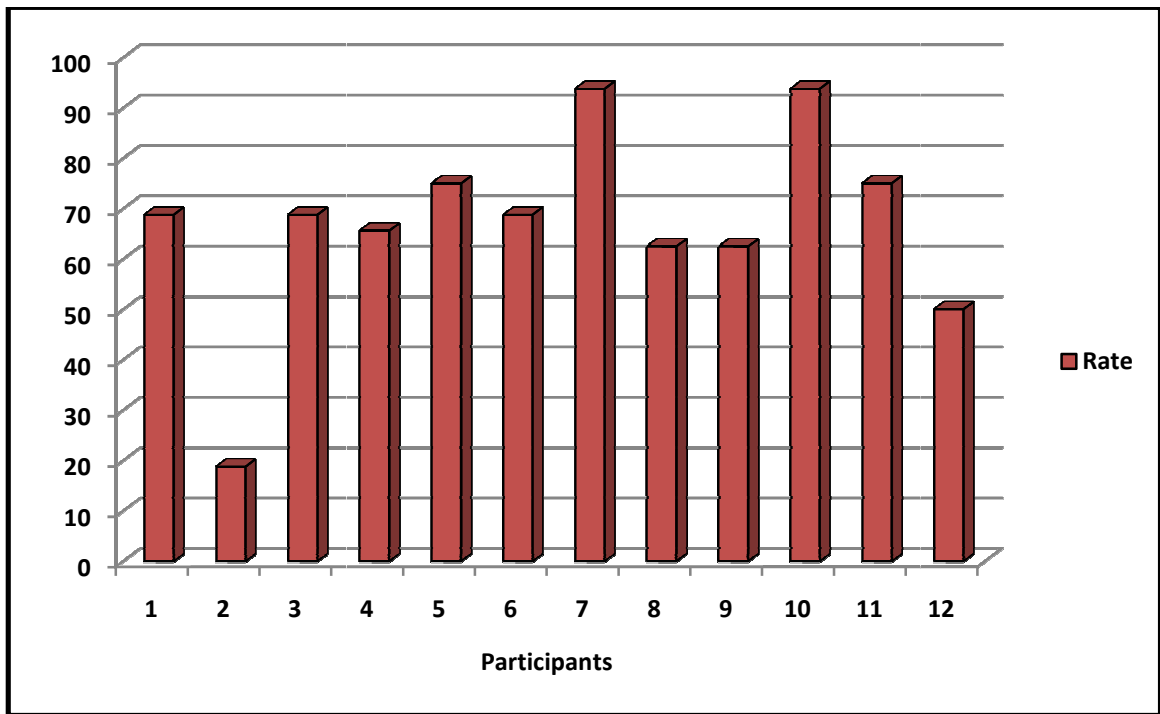
The aim of this task was to prepare the students for complete or full shadowing that is done loudly. Additionally, we aimed at providing those students with time to focus on the prosodic elements, such as pronunciation of some new vocabularies that they might not be heard before this time, intonation, and the tone of voice of the presenter, as well as we intended to train them to follow the speed of speaking that is maintained in the audio. Although the participants performed the latter, it should be disclosed that we could not recognize who is shadowing and who is not doing so.

For that, we asked the students to shadow the same audio three times loudly; however, shadowing was performed without the inclusion of pauses. The participants were shadowing out loud and filling the gaps at the same time. More importantly, the

elimination of pauses and number of repetitions were determined based on the students' responses in the progress test. As a result, those students have shadowed successfully as shown in the video recordings.

Participant	Gender	Task 1	
		Score	Rate (Percentage%)
1	M	11	68.75
2	F	3	18.75
3	F	11	68.75
4	F	10.5	65.625
5	F	12	75
6	M	11	68.75
7	F	15	93.75
8	F	10	62.5
9	F	10	62.5
10	M	15	93.75
11	F	12	75
12	F	8	50
Total	/	128.5	803.125

Table 3.8 The posttest scores: task 1.



Graph 3.8 The posttest scores: task 1.

As revealed in table 3.8, the scores of our participants can be classified into two categories. The first category includes only two participants (2 and 12) that is allotted a score from 18.75%_ 50%. Chiefly, the second category involves a score from 62.5%_ 93.75% and includes ten participants (1, 3, 4, 5, 6, 7, 8, 9, 10, 11). The highest rate is 93.75% was scored by participants (7 and 10) while the lowest rate (18.75%) was scored by participant (2).

1.5.4.1.2 Task 2

Afterwards, another task that is relevant to this audio was assigned. This task involves some words and expressions that were presented in the audio in which they should be matched to their definitions. After answering this task, the students were asked to peer-shadow those vocabularies in order to retain them in their minds and practise their correct pronunciation based on how they were pronounced by David Crystal in the audio.

In this way, we have asked the students to choose their peer freely. In each pair, one of the students would be the speaker, and the other would be the shadower. Thus, we intended to prove that shadowing can help those students to listen effectively and

assist them in terms of content understanding, especially the vocabularies that they are required to discover their meaning based on their comprehension of what was presented in the audio. Additionally, it aims at providing our participants with some vocabularies to be used in the speaking session.

1.5.4.1.3 Task 3

Similar to task 2, this task in which the students are required to relate some vocabularies to their corresponding definition is assigned to provide our participants with words and expression that may promote their speaking skill. Although the vocabularies provided in this task were not mentioned in the audio, we tended to assign this task to expose the students to more vocabularies that they may use in the speaking test. However, this task was peer-shadowed by our participants for the purpose of helping them to memorize those vocabularies through emulating the latter with their peers. As in the pretest, the students' worksheets that include task 2 and 3 were collected for data analysis and they were provided with the key answer of these tasks (see appendix H).

1.5.4.2 Session Six (22 th April 2015)

This session was executed in the laboratory of the faculty. In fact, we have chosen open-ended questions for the speaking test. The latter was fostered by video recording for a precise analysis. The participants were instructed as in the pretest, which means that a question that is related to what has been presented in session 5 was addressed to our participants. This session lasted for about one hour and a quarter.

1.5.4.2.1 The Speaking Skill Task

The question that was addressed in the speaking skill task was “who are your close peeps?”. In this respect, our participants were asked to use the vocabularies that they have shadowed in the audio in addition to those that were peer-shadowed in task 2 and 3. This task was allotted 5 minutes, so that the students would think about this question and recall some vocabularies related to the word “peeps”.

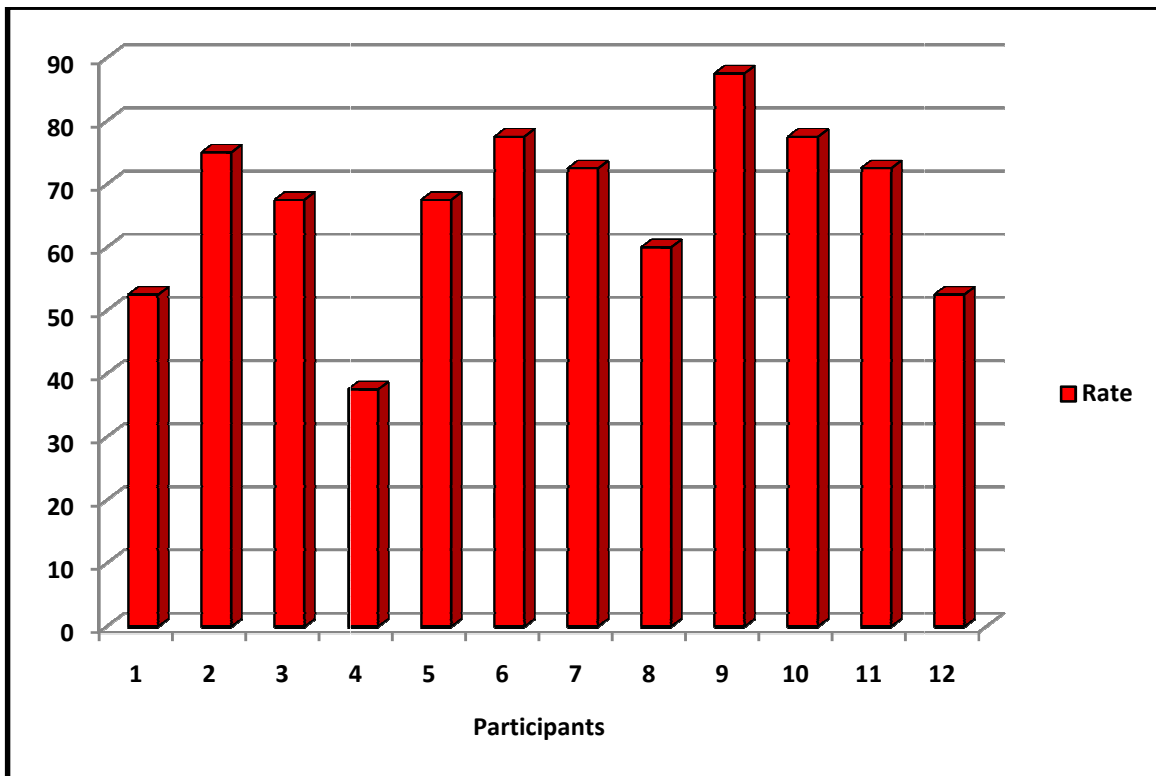
Similar to what has been done in the pretest, the students' speaking skill was analysed carefully considering the following aspects: grammar, vocabulary, pronunciation, accuracy, and comprehension. In this respect, each aspect is allotted 4 points. It should be alluded to the fact that video recordings have assisted the process of speaking skill

analysis since the students' speech was transcribed, so that we can analyse in details the aspects of this skill using both recordings and speaking transcripts.

Those transcripts are provided in the appendices (see appendix J). As a matter of fact, some additional questions were raised after the speaking test in order promote discussion and interaction between those participants.

Participant	Gender	Scores of Speaking					Total score	Rate (Percentage%)
		Aspects						
		G	V	P	A	C		
1	M	2	0.5	2	2	4	10.5	52.5
2	F	2	3	3	3	4	15	75
3	F	4	1.5	2	2	4	13.5	67.5
4	F	2	0	3	2	0.5	07.5	37.5
5	F	3	0.5	3	3	4	13.5	67.5
6	M	4	1	3.5	3	4	15.5	77.5
7	F	2	2.5	3	3	4	14.5	72.5
8	F	2	1	3	2	4	12	60
9	F	4	3	3.5	3	4	17.5	87.5
10	M	4	1.5	3	3	4	15.5	77.5
11	F	3	1.5	3	3	4	14.5	72.5
12	F	1	0.5	2	3	4	10.5	52.5
Total	/	/	/	/	/	/	160	800

Table 3.9 The speaking skill scores : posttest.



Graph 3.9 The speaking skill scores: posttest.

The rates presented in both table and graph 3.9 demonstrate that the scores can be classified into two main categories. The first category involves a score that is rated from 37.5%_ 52.5%. The latter includes three participants (1, 4, and 12). However, the second category involves rates from 60% _ 87.5% and includes many participants (nine). Those participants are 2, 3, 5, 6, 7, 8, 9, 10, and 11.

It is noticed that the highest rate is 87.5% scored by participant (9), whereas the lowest rate 37.5% was scored by participant (4).

1.6 *t* - Test : Pretest and Posttest

In order to demonstrate the efficiency of the shadowing method/technique, paired two-sample *t*-test was used to determine if there is a significant difference between the scores of the pretest and posttest. Equally important, it was implemented to specify what effect the training stage has on the participants' performance in task 1 and the speaking skill task.

According to Salkind (2011), this test “ computes α t value between means for two dependent measures on the same individuals or case” (p.84). The kind of t -test that is adopted is paired two sample for means. This test examines whether the means of the pretesting and posttesting stages are different.

The hypotheses that will be tested are presented in the following equation:

$H_0 : \mu_0 = 0$ This is the null hypothesis in which the difference is zero. In other words, the means of pretest and posttest are equal.

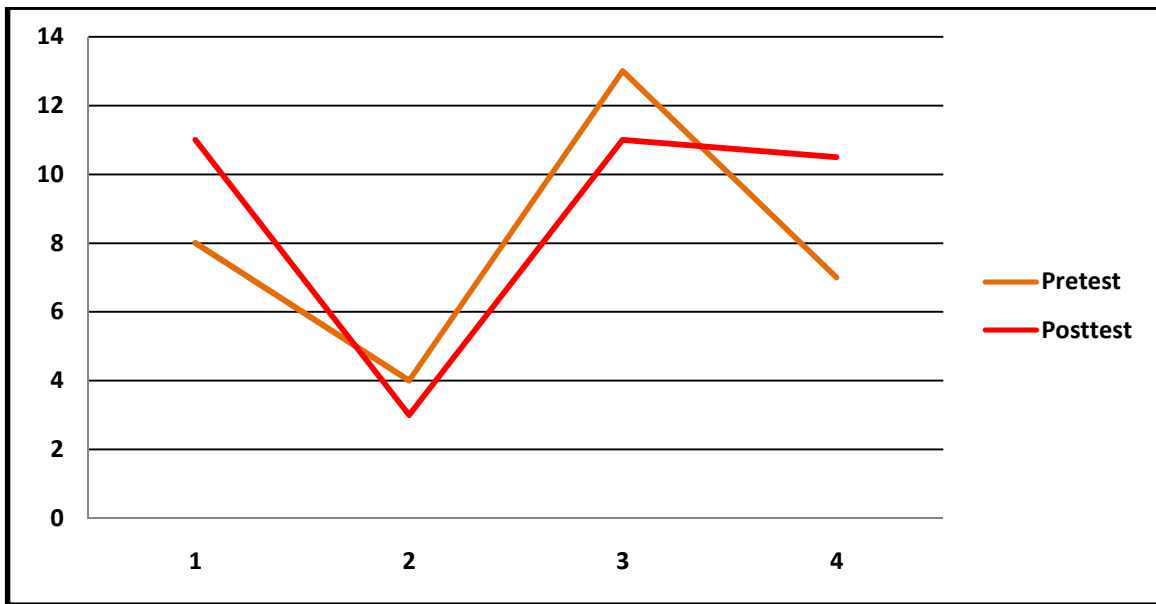
$H_a : \mu_0 \neq 0$ However, in the alternative hypothesis, the difference does not equal the value zero. This implies that the means are different.

One of these hypotheses will be accepted through this t -test. On the one hand, if the probability value or p -value is less than or equal to alpha (α), the null hypothesis will be rejected, that is, there exists a difference; as a result, the alternative one will be accepted. On the other hand, if the p -value is higher than alpha, the null hypothesis will be accepted, which means that the results are not significant.

1.6.1 Task 1

	Pretest	Posttest
Mean	7.833333	10.70833
Variance	5.969697	9.839015
Observations	12	12
Pearson Correlation	0.651418	
Hypothesized Mean Difference	0	
Df	11	
t Stat	-4.12689	
P(T<=t) one-tail	0.00084	
t Critical one-tail	1.795885	
P(T<=t) two-tail	0.001681	
t Critical two-tail	2.200985	

Table 3.10 t -Test :paired two-sample for means: task 1.



Graph 3.10 *t*-Test : paired two-sample for means: task 1.

According to table 3.10, this test is two-tailed that has a critical value equal to 2.20. This value is higher than the one of one-tail test (about or ≈ 1.79). In fact, t is equal to about - 4 .12, which means that the standard deviation is beyond the mean about - 4.12. Above all, we have hypothesized that the difference between means would be zero (0). However, as noticed in table 3.10, the mean of the posttest (≈ 10.70) is greater than the one of the pretest (≈ 7.83). Similarly, the posttest variance (≈ 9.83) exceeds the pretest one (≈ 5.96).

In addition, the degree of freedom (R) is equal to 11. The later was calculated using the following equation:

$R = n - 1$ In which (n) refers to the number of the matched pairs.

$$R = 12 - 1 = 11$$

The probability value of the two-tail test is equal to ≈ 0.001 . In this way, if we compare this value with α that is equal to 0.05, we can observe that:

$$0.001 < \alpha$$

As a result, it can be inferred that the null hypothesis (H_0) is rejected since the probability value is less than alpha. In particular, the alternative hypothesis is accepted (H_a). In other words, there is a significant difference attributed to the treatment

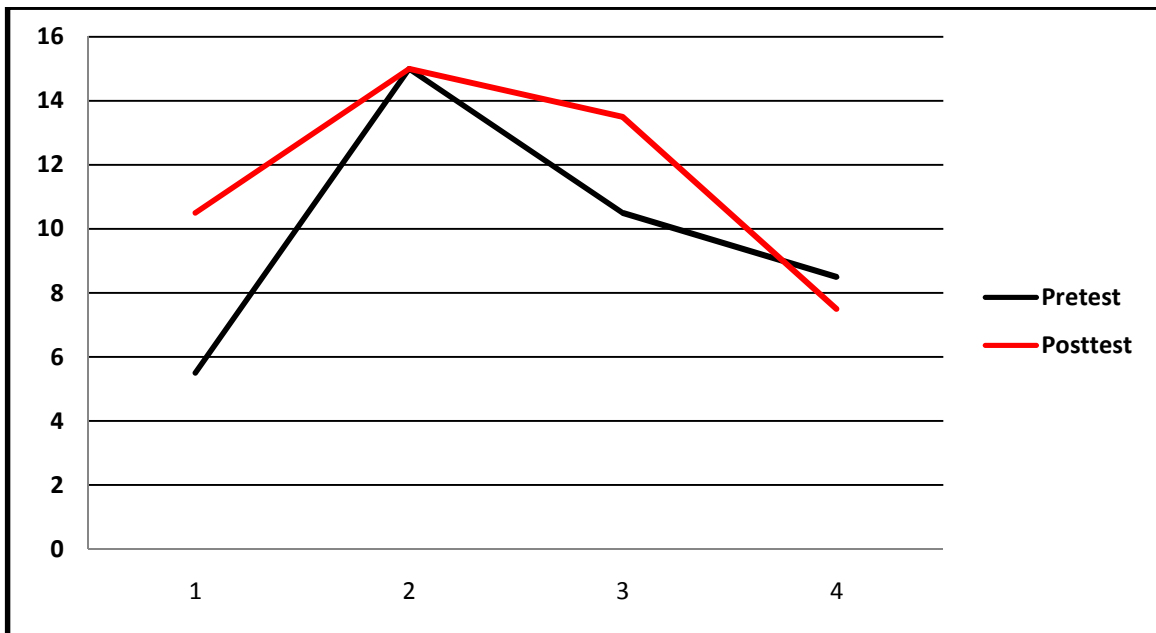
stage.

Thus, the rates confirm what has been assumed in hypothesis 3 regarding the substantial improvement of certain aspects related to EFL learning, specifically enhancing the listening and listening comprehension skills.

1.6.2 The Speaking Skill Task

	Pretest	Posttest
Mean	11.625	13.333333
Variance	7.096591	7.6515152
Observations	12	12
Pearson Correlation	0.746387	
Hypothesized Mean Difference	0	
Df	11	
t Stat	-3.056732	
P(T<=t) one-tail	0.005458	
t Critical one-tail	1.795885	
P(T<=t) two-tail	0.010915	
t Critical two-tail	2.200985	

Table 3.11 *t*-Test : paired two-sample for means: the speaking skill.



Graph 3. 11 *t*-Test : paired two-sample for means: the speaking skill.

The table reveals that the standard deviation is away from the mean about -3.05. Thus, this test is a two-tail test since the critical value of two- tail test (about or ≈ 2.20) is higher than the one of one-tail test (about 1.79). Both mean (≈ 13.33) and variance (≈ 7.65) of the posttest are higher than those of the pretest (≈ 11.62 as a mean and ≈ 7.09 as a variance).

α refers to the level of confidence that is proposed for this test. Since we set the results with 95% level of confidence, that is α is equal to 0.05. It can be observed that the probability value or *p*- value (about 0.01) of this two-tail test is less than α .

That is : $0.01 < \alpha$

Hence, the null hypothesis (H_0) that states that there is no difference is rejected. In other words, the results are significant statistically. Therefore, the alternative hypothesis (H_a) is accepted. This means that a difference is established due to the training stage in shadowing.

Therefore, the rates provide an answer to what has been questioned about improving of the speaking skill through shadowing, supporting speaking instruction, and encouraging

learners to speak effectively in the classroom and affording them more chance to speak. In addition, those rates confirm what has been assumed in hypothesis 1, particularly boosting the speaking skill through the emulation of an EFL recorded material.

1.7 Questionnaire

This questionnaire that reflects the present study is composed of 29 items. It is a paper questionnaire that is printed on six pages. This questionnaire is semi-structured since it includes both close-ended and open-ended questions. Closed-ended questions aim at identifying the students' responses through ticking the box(es), which means providing a precise answer that is suggested by the researcher. These questions included a variety of items, such as 'wh' questions, yes/no questions, multiple-choice questions, and other closed question items, such as the rating scale and summated or Likert scale. While open-ended questions intend to specify the students' responses providing either an additional response, particular feedback or suggestion, and/or personal point of view.

Our questionnaire consists of five sections. Each section includes certain items that probe certain aspects of the subject under- investigation. As an introduction, we have provided an idea about the questionnaire's purpose and insisted that the students' responses may affect positively this investigation, and hence can strengthen its validity. Additionally, we have ensured that the students' personal information, especially their full names, will be kept private. In this respect, the participants are asked to mark their answer or choice ticking the corresponding box (es).

This questionnaire is designed to probe shadowing being as a method/technique that may help improving the speaking abilities of EFL learners. Thereupon, we intended to ascertain whether the participants were exposed to language sounds and rehearsed certain language structures during their career in the English language. Additionally, we aimed at proving that this paradigm can assist those students in the language learning process.

More importantly, we planned to keep the section of opinionnaire in the main investigation of the questionnaire since we wanted to obtain precise information from the participants that were involved in the experiment. Thus, we believed that they would provide us with constructive feedback due to their familiarity with the subject under-

investigation. The main questionnaire and the one that was piloted are provided in the appendices section (see appendices K and L).

1.7.1 Section 1 : Background Information (from item 1 to item 3)

This section that was entitled “Background Information” is composed of three main questions. It provides the researcher with some extra information about the participants that are involved in the present study, particularly their gender (question 1), age (question 2), and level in the English language (question 3).

1.7.2 Section 2 : Perceptions of Speaking (from item 4 to item 11.1)

This section attempts to probe how the students perceive speaking as a skill (questions 4, 5, and 6). In addition, it specifies the extent to which they consider themselves as speakers of the target language identifying their level in speaking (question 7). It tries to identify the most important problems that they encounter in speaking (question 8). Moreover, it demonstrates the frequency of speaking in EFL classrooms (question 9), and identifies the role of the teacher fostering or hindering speaking in the classroom (question 10). Further, it examines whether students speak in other contexts and identifies them (questions 11 and sub-question 11.1).

1.7.3 Section 3 : Listening and Imitation (from item 12 to item 14)

The section that considers the process of listening and imitating recorded materials is composed of three questions. It examines whether students are familiar with the latter providing the frequency of listening to English recorded materials (questions 12 and 13), and seeks to provide an idea about the different materials that those students have imitated during their educational career in the target language (question 14).

1.7.4 Section 4 : The Process of Shadowing (from item 15 to item 24)

The section that is appertained to examining the shadowing process consists of nine questions. At first, it introduces shadowing providing a simple definition that relates this section to the previous one (i.e., listening and imitation). It identifies the extent to which those students agree or disagree with the adoption of shadowing as a classroom activity (question 15). Then, it explores their opinions regarding shadowing (question 16), and specifies the way shadowing can be easily applicable to them (questions 17 and 18). It diagnoses the aspects that can be hardly shadowed (question 19). Even more, it attempts to

probe whether shadowing can improve certain aspects required for EFL learning process, such as improving listening skill and/or listening comprehension (questions 20 and 21), enhancing pronunciation (question 22), expanding vocabulary (question 23 and sub-question 23.1), and boosting confidence (question 24).

1.7.5 Section 5 : Opinionnaire (from item 25 to item 29)

The present section enquires about the questionnaire in terms of layout and clarity of instructions and items. It involves some precise questions about the format of the questionnaire and its content. This implies that this questionnaire can be read easily using an appropriate font size, and that its close-ended questions afford relevant choices, and open-ended questions are asked providing a sufficient space to be answered (questions 25, 26, and 27) and (sub-question 27.1). This section elicits opinions and gives an opportunity for our participants to provide any feedback, basically whether they would propose a particular change or add a certain comment (questions 28 and 29).

1.7.1 The Pilot Stage

The questionnaire was pretested previous to the administration stage. The latter was administered to 30 students from our population, that is, Third Year students of English at Mohamed Kheider University of Biskra. In addition, two samples of this questionnaire were distributed to two teachers of English to provide their feedback as practitioners in the language teaching / learning process, which is referred to as 'Item Pool Assessment'. This pretesting stage aims at improving the quality of our research. In particular, the questionnaire was piloted to identify the gaps and detect the mistakes that may be committed. In the pilot stage, we allotted a section named 'Opinionnaire' in which the students are free to comment on this questionnaire. It should be mentioned that the pilotphase was carried out a week before the administration of the final questionnaire.

As it was mentioned previously, some teachers were involved in the pilot stage as experts in the language teaching. In other words, they were requested to provide their feedback, correct mistakes, and/or make modifications in this questionnaire, rather than answering its questions. The aim was to refine this questionnaire and validate it. Therefore, we have considered the remarks of those teachers in order that this questionnaire can reflect the aims of this research, establish a palpable idea about what

data required to answer the research questions and validate its hypotheses, and enable our participants to answer its questions easily.

Basically, our supervisor recommended that some information about the researcher should be added, such as stating the level (Master), the name of our section (English) and University (Mohamed Kheider). He also proposed that we should add another option to questions 6 and 10. Another teacher had remarked that the instruction that guides the students to ‘insert their answer in the blank’ or ‘fill in the blank’ should be eliminated since the students will do that spontaneously without providing any instruction. Furthermore, she had recommended that we should afford the students the opportunity to choose more than one choice in some questions.

The pilot phase revealed that some students did not follow the instruction that requires circling the letter of their choice (s). Some of them had circled the whole statement(s) that represents their choice (s) instead of circling only the letter of their choice(s) as stated in the instruction (*circle the letter of your choice (s)*), that is, circling the letter a, b, c, d, or e. However, other students had crossed or ticked the answer of their choice although the instructions require neither crossing nor ticking.

Furthermore, we believed that it is requisite to add another question that considers the relationship between shadowing and confidence in speaking tasks.

1.7.1.1 Section 5: Opinionnaire

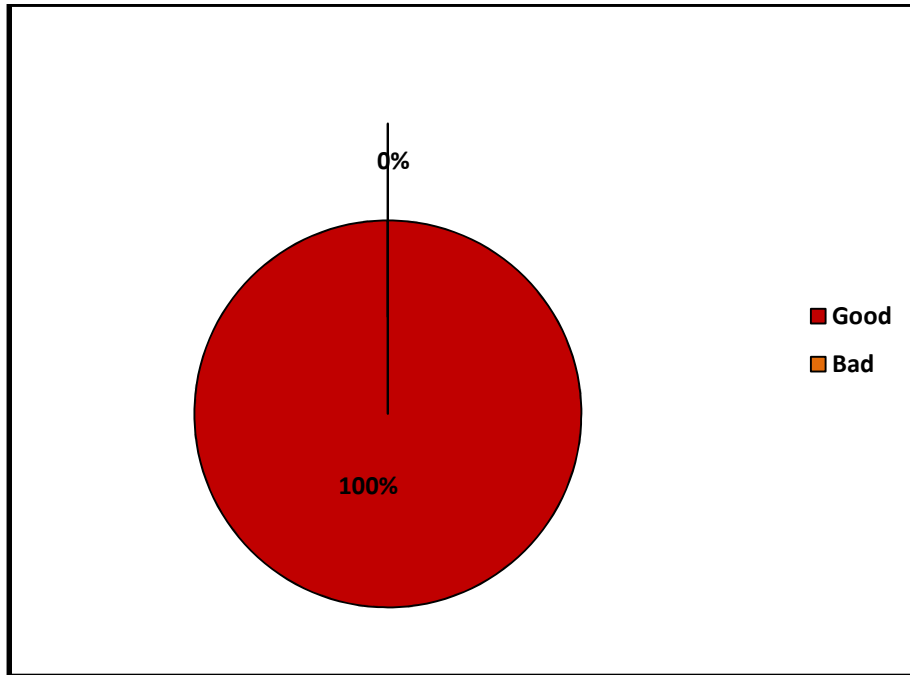
24. What do you think about the layout of this questionnaire? (*circle the letter of your choice*)

a. Good

b. Bad

Quality	Number of Students	Rate (Percentage%)
Good	30	100
Bad	0	0
Total	30	100

Table 3. 12 The Quality of the questionnaire’s layout.



Graph 3. 12 The Quality of the questionnaire's layout.

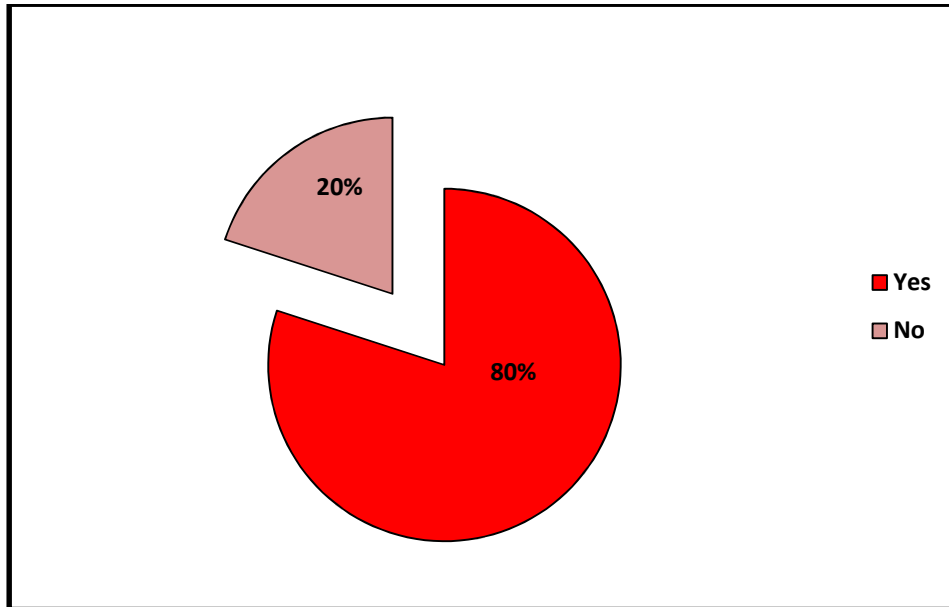
100% of the students claimed that the layout of this questionnaire is good. In other words, all the students agreed that this questionnaire was useful to be answered.

25. Were the instructions understandable?

- a. Yes
- b. No

Choice	Number of Students	Rate (Percentage%)
Yes	24	80
No	6	20
Total	30	100

Table 3.13 The Clarity of instructions.



Graph 3. 13 The Clarity of instructions.

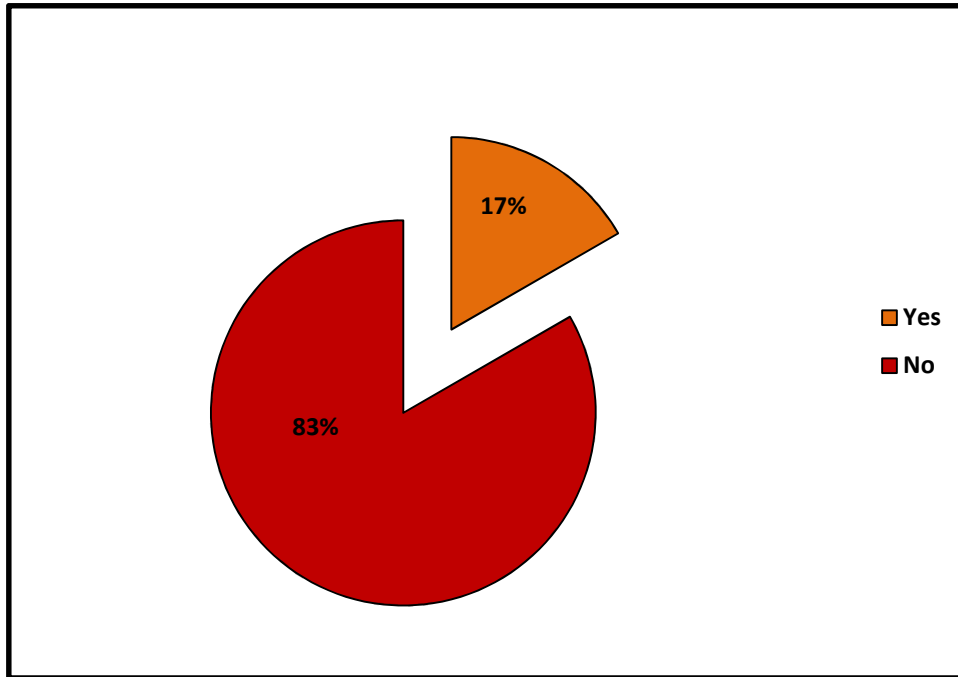
The majority of the students (80%) argued that the instructions were understandable; however, 20% of the students claimed that they have not understood all the instructions presented in this questionnaire.

26. Have you found the questions confusing?

- a. Yes
- b. No

Choice	Number of Students	Rate (Percentage%)
Yes	5	17
No	25	83
Total	30	100

Table3.14Confusion regarding the questions proposed in the questionnaire.



Graph 3.14 Confusion regarding the questions proposed in the questionnaire.

83% of the students that were involved in the pilot stage argued that the questions proposed in this questionnaire were not confusing. This means that they could understand all the questions, while 17% of the students stated that they have not understood them and that the latter were confusing for them.

26. 1 If yes, which question(s) is/are confusing? (*write the number of the question (s)*)

.....

Some participants claimed that they regard the questions related to shadowing as confusing; however, they did not state the number of question (s) that they are confused about. The rest of the participants had either crossed or written the words ‘none’ or ‘no’ as an answer for this question.

27. If you wish to change something in this questionnaire, what would it be? (*please, fill in the blank*)

.....

One of the participants claimed that full names should not be included in this questionnaire, whereas another participant contended that she would add further questions.

28. Any other comments: *(please, fill in the blank)*

.....
.....

One student argued that she liked the way questions are asked, while another one claimed that it was helpful to know the difficulties proposed in question (8). In addition, one of the students claimed that she found the questions related to shadowing confusing, whereas others assumed that it is the first time they had heard about shadowing and consider it necessary for the language learning and that it should be used as a strategy in their classrooms. However, two students contended that we should add another age group that exceeds 25 since their age is 45 years old. Another student asserted that any foreign language learner should be a good listener in order to be a good speaker. The rest of the participants had crossed this question while others had simply written negative words, such as 'none' or 'no' as an answer for this question.

1.7.2 Administration

This questionnaire was handed personally to the students who were involved as an experimental group in our research, that is, it was distributed to 12 participants who were present during all the stages of the experiment. More importantly, it was administered in a printed form on April 23th, which means after the full assignment of the experiment. Some participants delivered their questionnaires on the same day, others handed it back on April 26th. The participants did not encounter any problem regarding the way questions are answered. They argued that the questionnaire was easy to be answered and it required about half an hour to be completed.

1.7.3 The Main Investigation

1.7.3.1 Section 1: Background Information

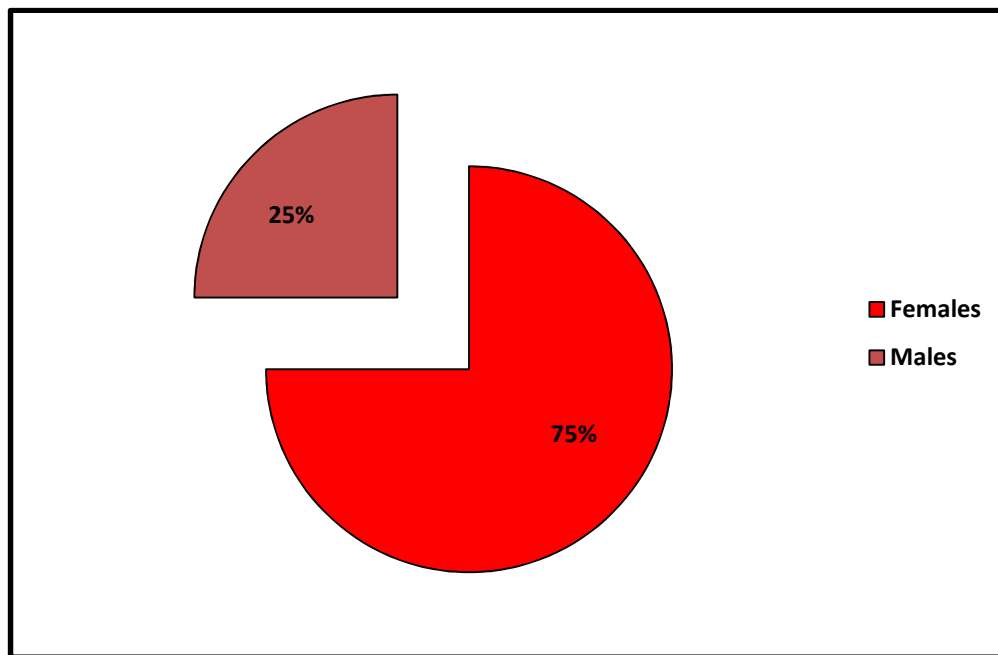
1. Please, indicate your gender :

- a. Female
- b. Male

This close-ended question states the average age of our participants. The table below provides the number of the students that they ticked the first answer and the second answer, as well as it provides the rates of those answers.

Gender	Number of Students	Rate (Percentage%)
Female	9	75
Male	3	25
Total	12	100

Table 3.15 Gender of participants.



Graph 3.15 Gender of participants.

In fact, our sample includes both females and males as it is demonstrated in the table and graph. On the one hand, females represent 75%, which means that they are the prevailing category. On the other hand, males represent 25%, which denotes that this category is fairly limited.

2. Please, specify your age :

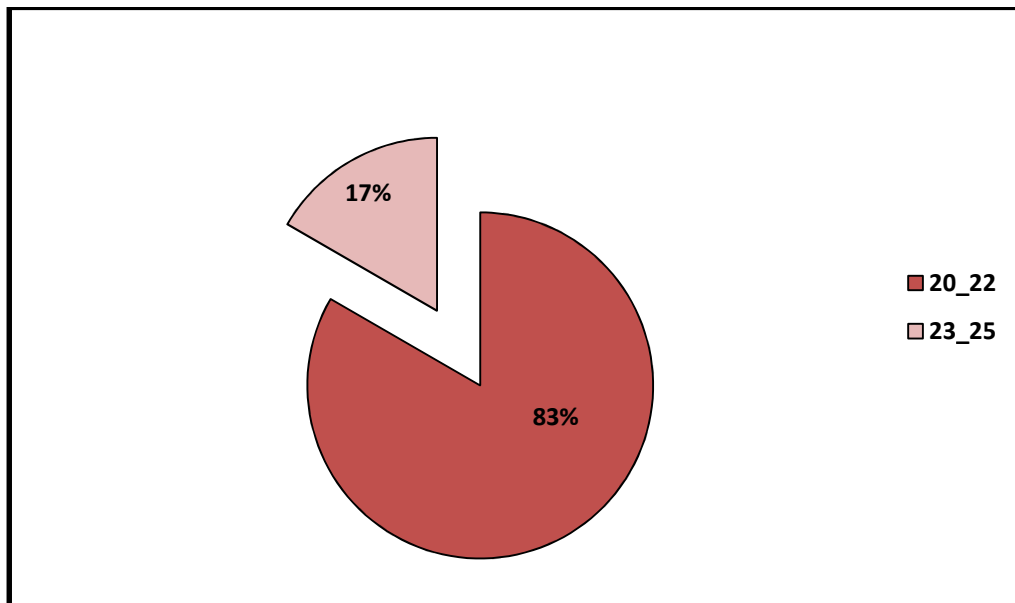
a. 20_22

b. 23_25

This question seeks to identify the average age of our participants. It is a close-ended question, which introduces two options that are stated in the form of two age groups. The first age group is from 20 to 22 years old, and the second one is from 23 to 25 years old.

Age group (in years)	Number of Students	Rate (Percentage%)
20_22	10	83
23_25	2	17
Total	12	100

Table 3.16 Age group of the participants.



Graph 3.16 Age group of the participants.

According to the rates, most of the students belong to the age group 20_22. The latter represents 83%, while only 17% from the total number of the students belong to the age group 23_25.

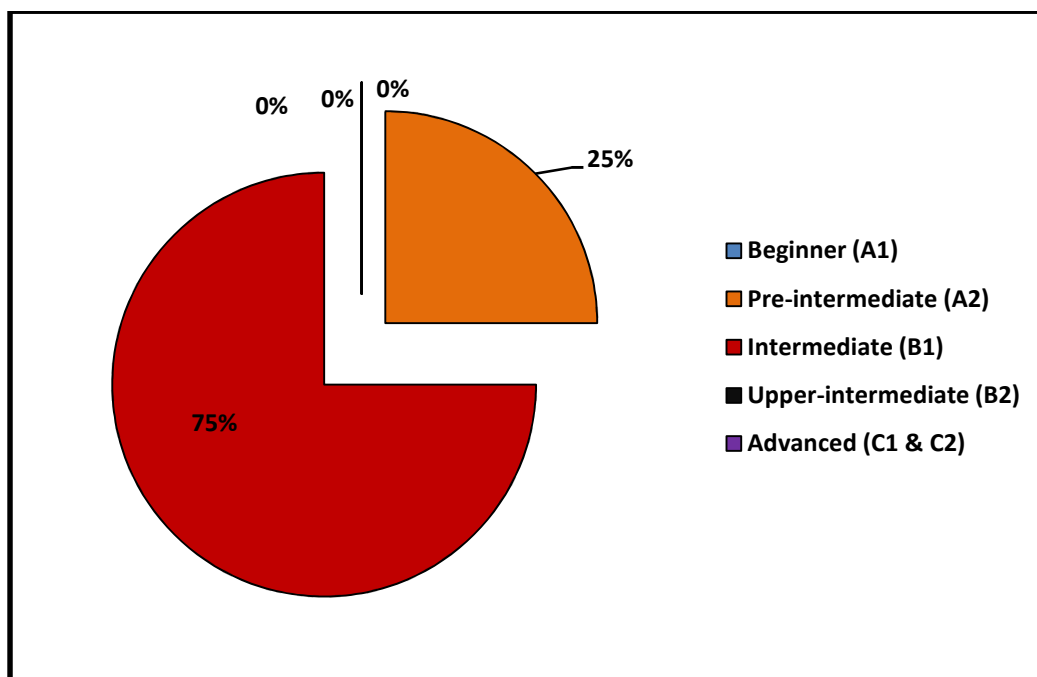
3. In your view, your level in the English language is :*(please, tick only one box)*

- a. Beginner (A1)
- b. Pre-intermediate (A2)
- c. Intermediate (B1)
- d. Upper-intermediate (B2)
- e. Advanced (C1 & C2)

This question identifies the level of the students in the English language. It proposes levels from low level language learners to high level language learners. It would be impossible to choose more than one answer. That is why, this question requires ticking only one box to identify the language level.

Language Level	Number of Students	Rate (Percentage%)
Beginner (A1)	0	0
Pre-intermediate (A 2)	3	25
Intermediate (B1)	9	75
Upper-intermediate (B 2)	0	0
Advanced (C1 & C2)	0	0
Total	12	100

Table 3.17 The language level of the participants.



Graph 3.17 The language level of the participants.

It is noticed that the chosen sample is composed of two different language levels. For instance, there are no beginner learners in that sample, but pre-intermediate learners represent 25%, while the intermediate level represents the dominant language level, that is, 75% are intermediate learners of the language. However, there exist no upper-intermediate and/or advanced learners (0%). The rates provided in table 3.17 confirm what has been assumed in the ‘Mock Test’, that is, our participants are independent users of the language.

1.7.3.2 Section 2 : Perceptions of Speaking

4. Which skill do you want to improve the most? (*tick only one box*)

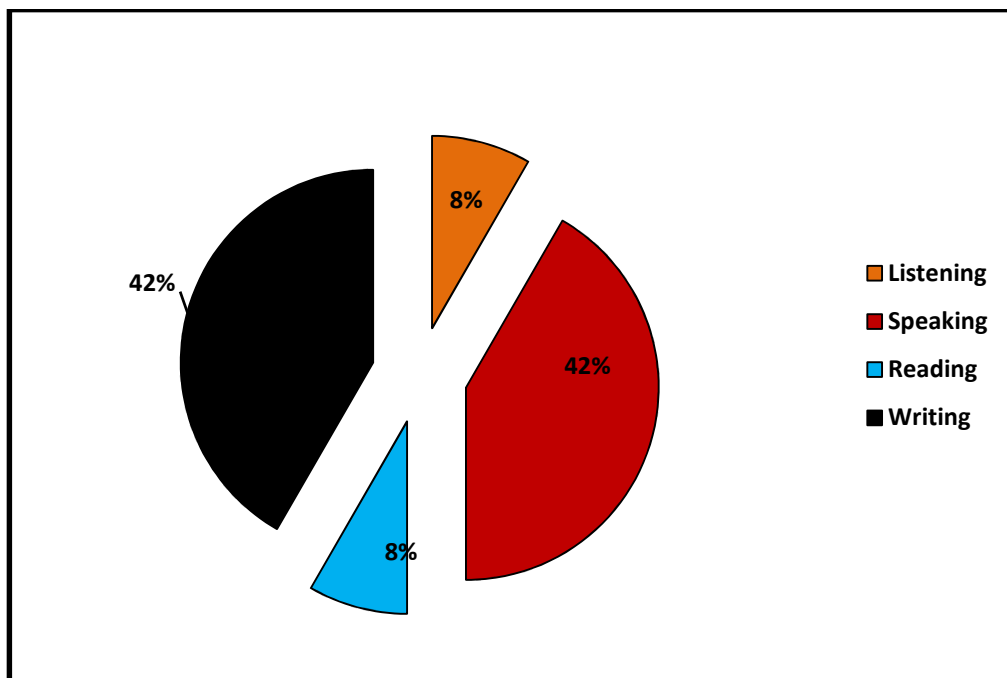
- | | |
|--------------|--------------------------|
| a. Listening | <input type="checkbox"/> |
| b. Speaking | <input type="checkbox"/> |
| c. Reading | <input type="checkbox"/> |
| d. Writing | <input type="checkbox"/> |

This question that belongs to the second section asserts that there are four skills in the English language that the students want to develop. In this question, we insisted that the

participants have to choose only one answer to demonstrate which skill is regarded the most needed that the students wish to be urgently improved.

Language Skill	Number of Students	Rate (Percentage%)
Listening	1	8
Speaking	5	42
Reading	1	8
Writing	5	42
Total	12	100

Table 3.18 The most desired language skill to be developed.



Graph 3.18 The most desired language skill to be developed.

The percentages have revealed that most students consider speaking as the most desirable skill to be developed, which represents 42%. Similarly, the same rate (42%) of the students argued that they want to develop their writing skill. The students that represent 8% had expressed their urge to develop their listening skill. Identically, 8% of the students stated they want to develop their reading skill.

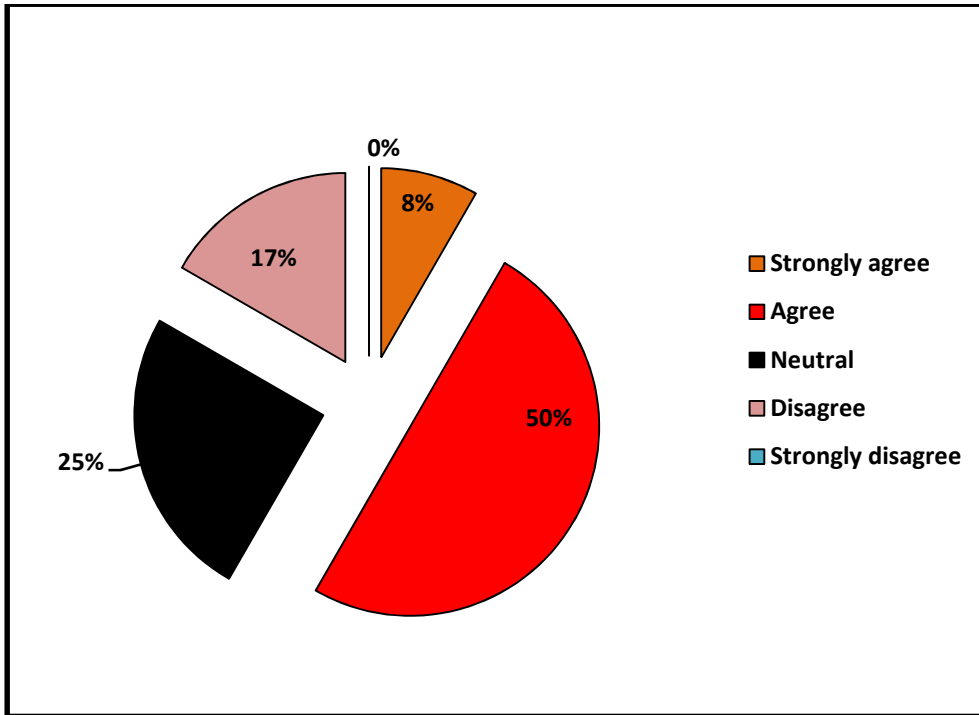
5. The most difficult skill to be developed is speaking. To what extent do you agree or disagree with this statement?

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

The previously stated question examines whether the students consider speaking as the most difficult skill to be developed. It is asked in the form of Likert scale, which goes from a strong agreement to a strong disagreement.

Agreement / Disagreement	Number of Students	Rate (Percentage%)
Strongly agree	1	8
Agree	6	50
Neutral	3	25
Disagree	2	17
Strongly disagree	0	0
Total	12	100

Table 3.19 Agreement/disagreement with the difficulty of the speaking skill.



Graph 3.19 Agreement / disagreement with the difficulty of the speaking skill.

The majority of the students (50%) reported that the most difficult skill to be developed is speaking, while 8% had strongly agreed with that too. However, 25% said that they have a neutral position, which means that they neither agree nor disagree. Disagreement represents 17% and strong disagreement represents 0%. In other words, no one had expressed a strong objection about the speaking difficulty.

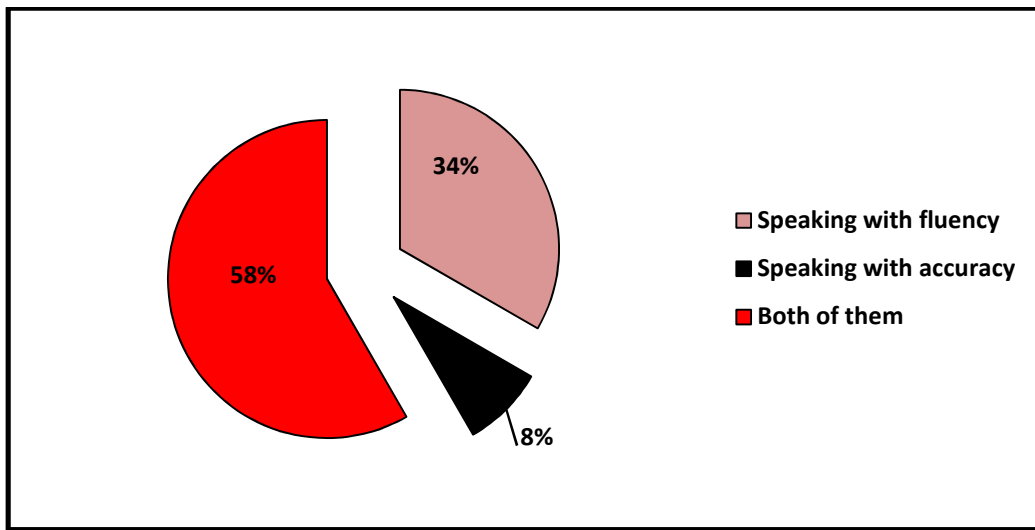
6. In your opinion, mastering the speaking skill means:

- a. Speaking with fluency
- b. Speaking with accuracy
- c. Both of them

This question considers the students' opinion regarding the mastery of the speaking skill. It states two main aspects needed for its mastery, which are fluency (the spontaneous use of the language) and accuracy (the ability of using correct grammar, vocabulary, and pronunciation). Hence, this question attempts to prove that this skill can be mastered if one speaks with fluency, accuracy, or both of them.

Aspect	Number of Students	Rate (Percentage%)
Speaking with fluency	4	34
Speaking with accuracy	1	8
Both of them	7	58
Total	12	100

Table 3.20 Aspects required for mastering the speaking skill.



Graph 3. 20 Aspects required for mastering the speaking skill.

58% of the sample concerned with the questionnaire's investigation stated that mastering speaking requires being fluent and accurate in the language. Conversely, some students (34%) argued that being a proficient speaker is based on fluency, whereas 8% of the students assumed that the latter requires accuracy.

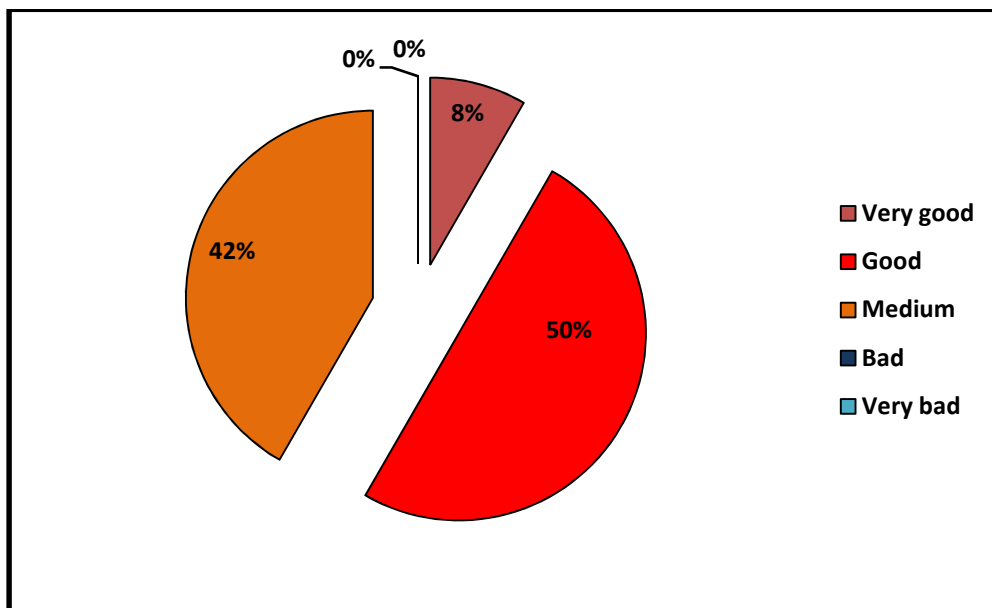
7. How do you feel about your level in speaking ?

- a. Very good
- b. Good
- c. Medium
- d. Bad
- e. Very bad

The question that probes the students' perceptions of their level in speaking is raised using Likert scale and proposes five options that the participants are supposed to choose only one of them.

Quality	Number of Students	Rate (Percentage%)
Very good	1	8
Good	6	50
Medium	5	42
Bad	0	0
Very bad	0	0
Total	12	100

Table 3.21 Level of the participants in speaking.



Graph 3.21 Level of the participants in speaking.

The majority of the students (50%) argued that they are good at speaking the language, while 42% considered their level to be medium. However, 8% assumed that they are very good speakers. Nonetheless, no one claimed that s/he is a bad or very bad speaker of the English language, which means 0%.

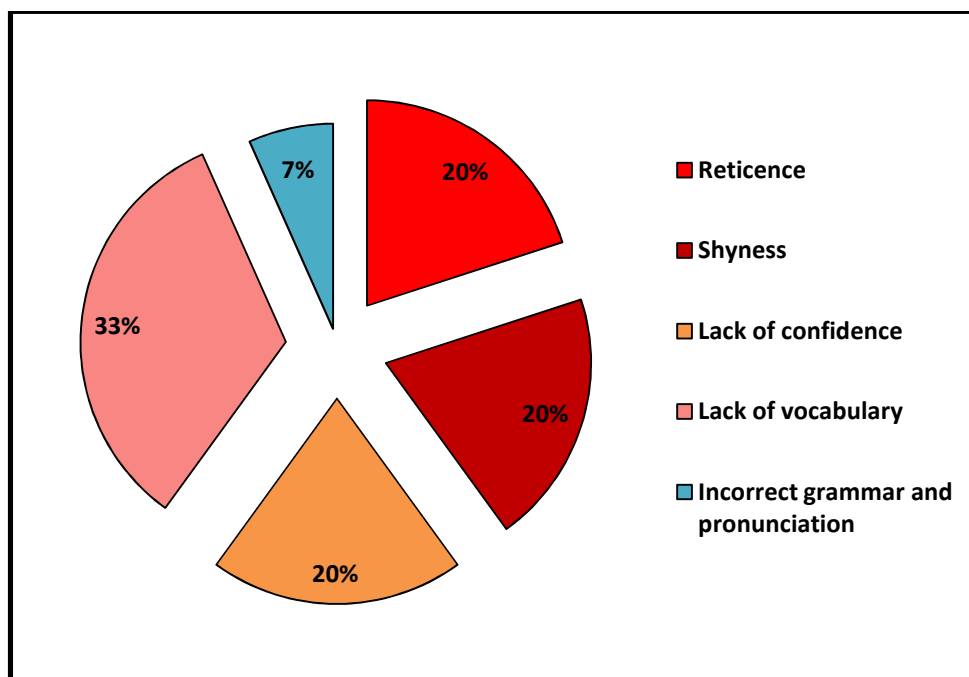
8. What is/are the problem(s) that you encounter in speaking ? (*tick the box (es) of your choice (s)*)

- a. Reticence
- b. Lack of confidence
- c. Shyness
- d. Lack of vocabulary
- e. Incorrect grammar and pronunciation

This question affords the students multiple choices regarding their problems in speaking. It states the most common obstacles that the students encounter when they are exposed to a speaking situation. The participants may tick more than one box to demonstrate their problems in speaking. Five main options were provided, which consider some psychological and language problems.

Speaking Problem	Number of Students	Rate (percentage%)
Reticence	3	20
Shyness	3	20
Lack of confidence	3	20
Lack of vocabulary	5	33
Incorrect grammar and pronunciation	1	7
Total	15	100

Table 3.22 The problems encountered in speaking.



Graph 3. 22 The problems encountered in speaking.

The rates reveal that many students have speaking problems that are related to vocabulary deficiency, which represent 33%. On the one hand, 20% of the students claimed that they have speaking problems because of reticence and lack of confidence. On the other hand, 20% of them stated that the latter is due to their shyness. In contrast, 7% of the students contended that their problem is related to incorrect use of grammar and wrong pronunciation in a speaking situation.

8. 1 If there are other problems, state them.

.....

Another sub-question that is related to this question is raised to probe other problems that are unknown and may be considered to be the most daunting for those students.

Participants (1), (3), (5), (6), (7), (8) did not provide any answer regarding this question. However, participant (2) claimed that she has a speaking problem that is related to hesitation, mispronunciation, and overgeneralization in terms of plural form of certain words, such as man (s). Additionally, participant (4) argued that she may encounter a

speaking problem if the subject is boring, while participant (9) and (11) assumed that they have a problem regarding speaking because of either disinterest in the subject or lack of ideas to be expressed about it. Basically, participant (10) stated that his hands shake whenever he speaks in front of an audience. Participant (12) asserted that she feels uncomfortable when she is exposed to a speaking situation. She added that she does not prefer to repeat what others express in an oral discussion.

9. How often do you speak in the classroom ?

a. Always

b. Sometimes

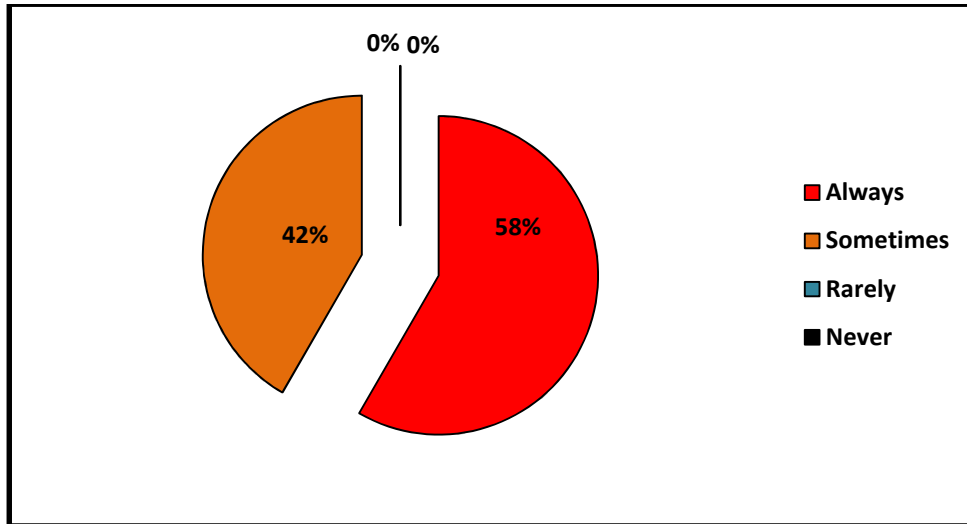
c. Rarely

d. Never

This question attempts to identify the frequency of speaking in the classroom. Its options are stated in a rating scale, which specifies the students' tendency of communication in the classroom using their speaking skill.

Frequency	Number of Students	Rate (Percentage%)
Always	7	58
Sometimes	5	42
Rarely	0	0
Never	0	0
Total	12	100

Table 3.23 The frequency of speaking in the classroom.



Graph 3.23 The frequency of speaking in the classroom.

According to the percentages, the frequency of speaking that has the highest rate was ‘always’. The latter represents 58% of the students. That is, they are constant speakers of the language. In other words, those students speak in the classroom daily. However, 42% argued that they are sometimes exposed to speaking. Nevertheless, no one claimed that s/he rarely or never speaks in the classroom, that is 0%.

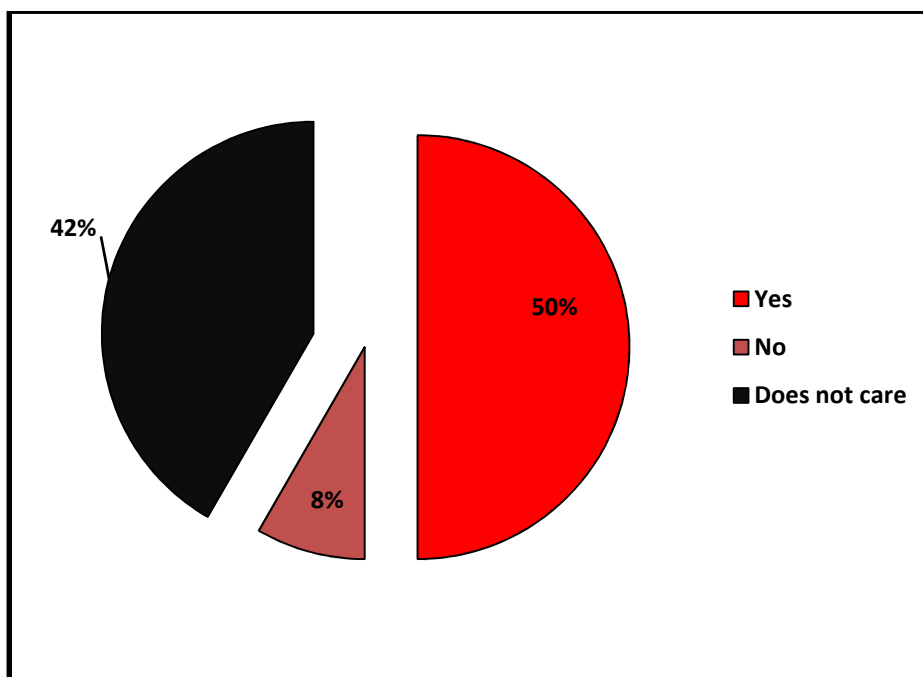
10. Does your teacher encourage you to speak?

- a. Yes
- b. No
- c. Does not care

This question explores whether the encouragement regarding speaking is provided by the teacher in the classroom. An additional option was added to this yes/no question that considers the carelessness of the teacher.

Option	Number of Students	Rate (Percentage%)
Yes	6	50
No	1	8
Does not care	5	42
Total	12	100

Table 3.24 The teacher’s encouragement in the classroom.



Graph 3.24 The teacher's encouragement in the classroom.

Regarding the teacher's encouragement, 50% of the students argued that their teacher fosters them to speak, while 8% stated that they are not encouraged to speak by their teacher in the classroom. Conversely, 42% of the students asserted that their teacher does not care regarding their participation in a speaking session.

11. Do you practise speaking elsewhere regardless of the classroom ?

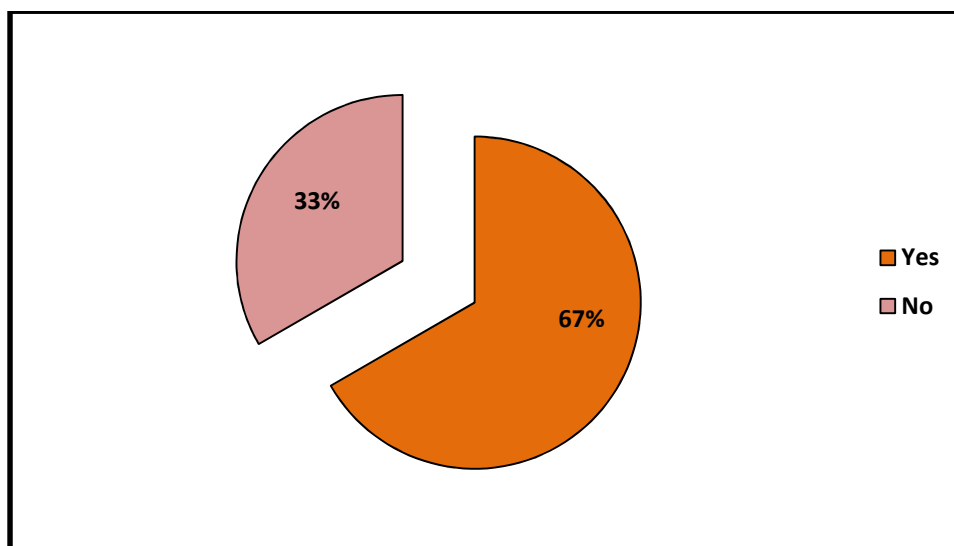
a. Yes

b. No

This question was raised to identify where learners use the language. We wanted to know whether the students, those who participate or are reluctant to participate, practise the language in other contexts disregarding the classroom.

Option	Number of Students	Rate (Percentage%)
Yes	8	67
No	4	33
Total	12	100

Table 3.25 Practising speaking outdoor.



Graph 3. 25 Practising speaking outdoor.

The students that represent 67% argued that they practise speaking outdoor, that is, they are exposed to speaking almost everywhere. However, 33% claimed that they do not speak in other contexts unless in the classroom.

11. 1 If yes, where ? Specify.

.....

A sub-question was asked to identify other contexts where the students may practise the language in. The latter requires specifying those contexts inserting their answer in the blank provided.

Some participants had not inserted any answer in the blank, such as participant (1), (3), (5), (8), and (11). On the one hand, participant (2) claimed that she practises speaking with people who can speak English at University and/or on the Internet (Skype, Google Hangout). On the other hand, participant (4) stated that she uses English everywhere, especially with her friends.

However, participant (6) claimed that he practises the language with native speakers using Skype. Similarly, participant (7) contended that she uses English with her friends and on Facebook. In addition, participant (9) claimed that she uses English with her roommates since they are all EFL learners. Participant (10) stated that he uses the language in the campus, on Skype and phone, and outdoor with friends, while participant (12) insisted that she practises English with her classmates and at home as joking with her family members.

1.7.3.3 Section 3: Listening and Imitation

During your educational career in the English language:

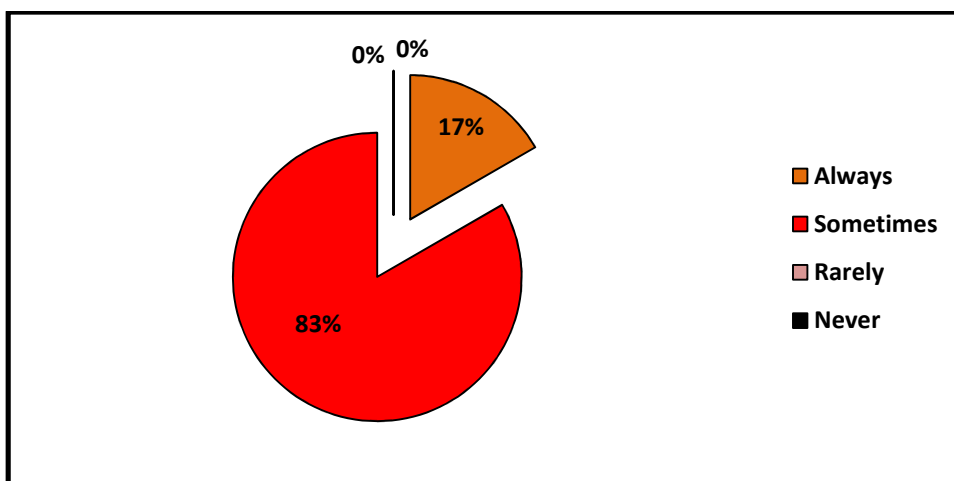
12. How often do you listen to recorded materials (e.g. audio) related to the English language?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

This question that is appertained to the process of listening attempts to identify the recurrence of listening to a certain recorded material during one’s educational career.

Frequency	Number of Students	Rate (Percentage %)
Always	2	17
Sometimes	10	83
Rarely	0	0
Never	0	0
Total	12	100

Table 3 .26 The frequency of listening to EFL recorded materials.



Graph 3.26 The frequency of listening to EFL recorded materials.

The frequency of listening to recorded materials related to the target language differs from one student to another. For instance, 83% of the students asserted that they sometimes listen to recorded materials during their educational career in the English language. However, 17% of them stated that they always do that. Nevertheless, no one stated that s/he rarely or never listens to recorded materials.

13. Have you ever tried to imitate any recorded material as it is heard ?

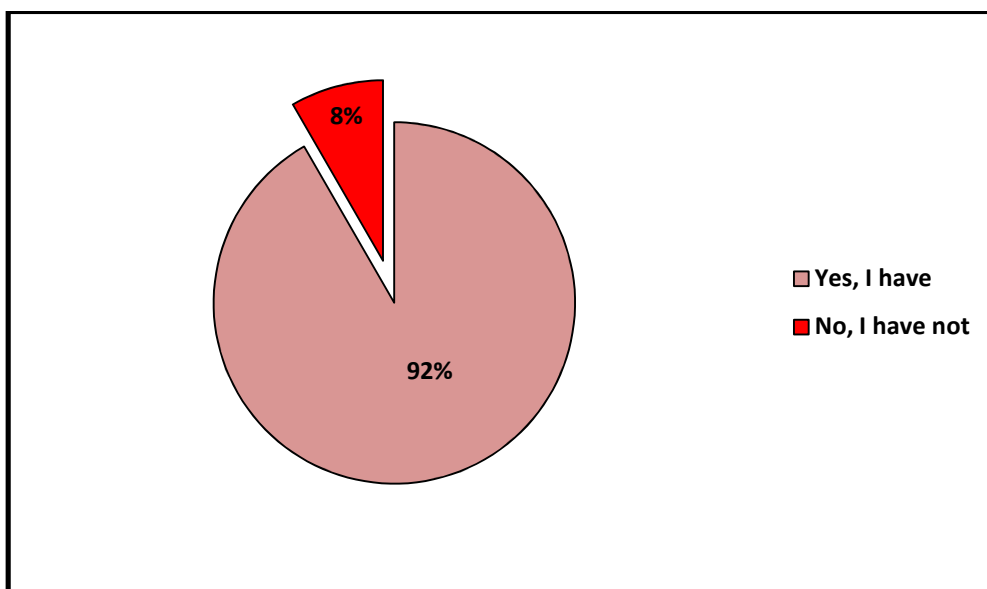
a. Yes, I have.

b. No, I have not.

This question probes whether the students had imitated any recorded material related to the target language during their career. It provides two options, that is, a positive answer and a negative one.

Option	Number of Students	Rate (Percentage%)
Yes, I have	11	92
No, I have not	1	8
Total	12	100

Table 3.27 The likelihood of imitating an EFL recorded material.



Graph 3. 27 The likelihood of imitating an EFL recorded material.

The highest rate (92%) reveals that most students had imitated some recorded materials as they are heard. However, 8% of the students claimed that they have not imitated any material during their educational career in the English language.

14. What is/are the recorded material(s) that you imitated ?

.....

This open-ended question attempts to identify the materials that the participants had imitated during their career. It examines the different kinds of materials that language learners were exposed to in order to improve their level in the English language, particularly their listening and speaking skills.

Regarding this question, participant (1) argued that he had imitated an audio book, whereas participant (2) claimed that she had emulated podcasts that belong to BBC website, such as ‘6 minutes English’, ‘20 minutes English’, and ‘Word on the Street’. In addition to channels on Youtube, such as ‘Learn British Accent with Jade Joddle’, ‘Mr. Duncan’, and other songs. Participant (3) assumed that she had imitated an audio, while participant (4) claimed that she imitates songs very often. However, participant (5) stated that she shadowed songs or audio lessons.

Participant (6) claimed that he imitated ‘6 minutes English’ podcasts on BBC website and ‘Let’s Talk about Tech’ on BBC Radio, whereas participant (7) stated that she had imitated the speech of some native speakers. Even so, participant (8) asserted that she had emulated some English songs, whereas participant (9) contended that she had shadowed some movies. Participant (10) claimed that he had imitated some English series and songs while participant (11) had emulated some television programmes, songs, and documentaries; however, participant (12) stated that she had emulated a CD, music, and movie.

1.7.3.4 Section 4: The Process of Shadowing

In fact, imitating a recorded material related to the English language as it is heard is called “Shadowing”.

This statement serves as an introduction that prepares the reader for the coming questions and elucidates what shadowing is. It relates this section to the preceding section to show that shadowing is based on listening and imitating recorded materials that concern the target language.

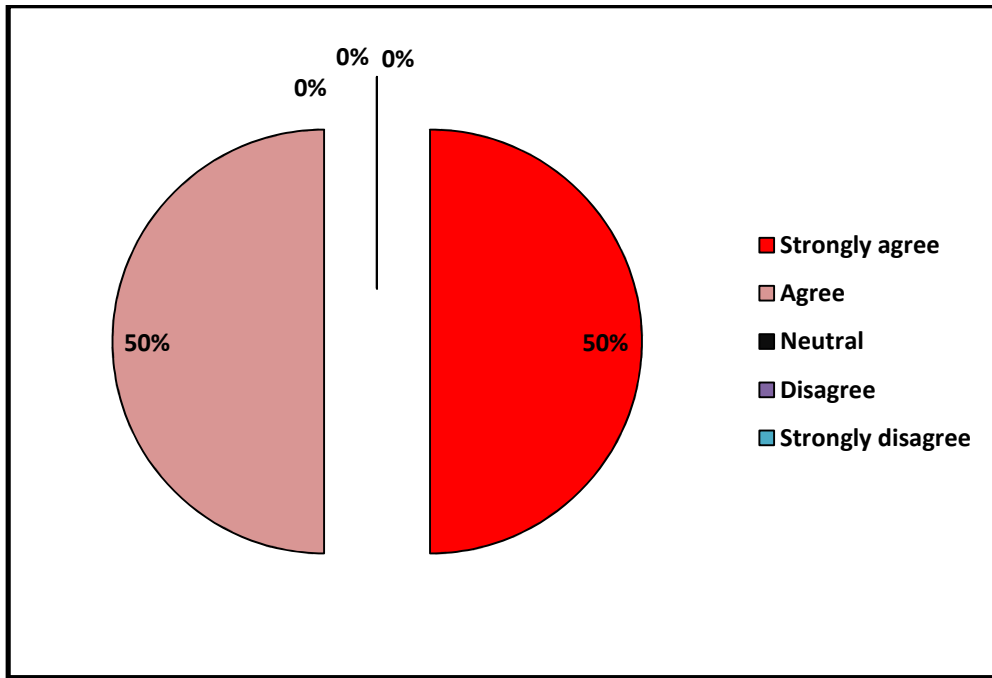
15. Shadowing should be used in the classroom to improve the speaking skill. To what extent do you agree or disagree with this statement ?

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

This question probes the students' disagreement and/or agreement with the adoption of shadowing in EFL classrooms. The choices provided are stated in summated scale (Likert scale).

Agreement / Disagreement	Number of Students	Rate (Percentage%)
Strongly agree	6	50
Agree	6	50
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	12	100

Table 3.28 Agreement /disagreement with the adoption of shadowing in EFL classrooms.



Graph 3.28 Agreement /disagreement with the adoption of shadowing in EFL

classrooms.

Half of the students do strongly agree that shadowing should be used in EFL classrooms, which represents 50% of the students. Similarly, another 50% of the students agreed with the adoption of shadowing as a classroom method. Nevertheless, no one claimed that s/he has a neutral point of view about that (0%). In addition, no strong disagreement or disagreement had been expressed (0%). This confirms that EFL learners regard shadowing as an effective classroom method.

16. How do you find shadowing ?

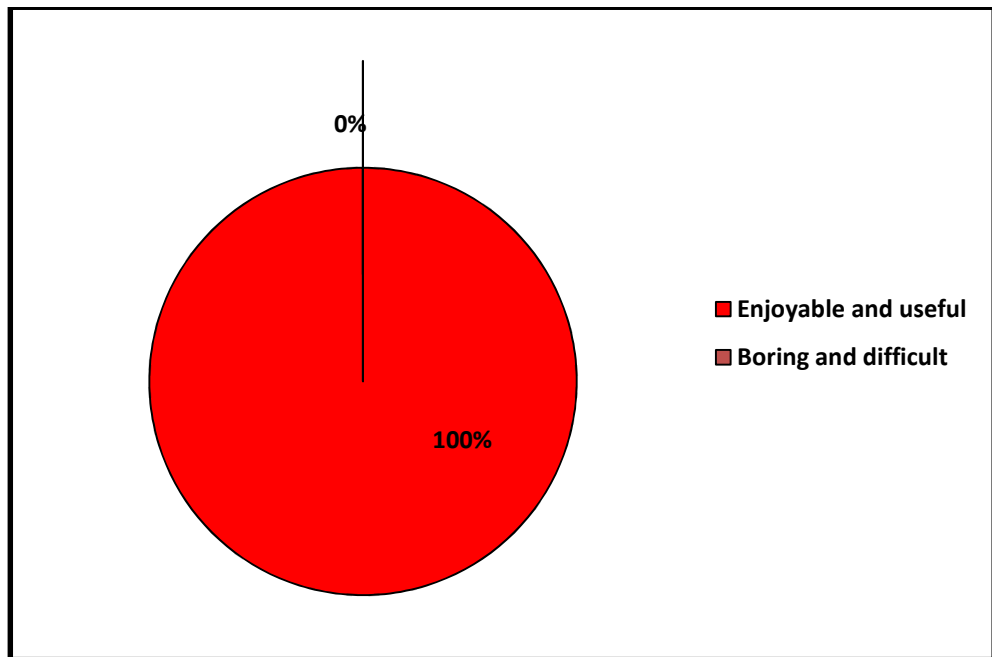
a. Enjoyable and useful

b. Boring and difficult

This question examines the students' attitudes towards shadowing as a method / technique to be used by an EFL learner, either in academic contexts (i.e., classrooms) or at home. Additionally, it probes the efficiency as well as the deficiency of this paradigm. This question provides two choices that are regarded as opposing adjectives.

Option	Number of Students	Rate (Percentage %)
Enjoyable and useful	12	100
Boring and difficult	0	0
Total	12	100

Table 3.29 The efficiency of shadowing.



Graph 3. 29 The efficiency of shadowing.

The students' attitudes towards shadowing were positive. All the students argued that shadowing was enjoyable and useful. That is, 100% of the participants claimed that they have enjoyed shadowing recorded materials, and that it was useful to be applicable either in the classroom or at home. The rates show that shadowing was neither boring nor difficult for all the students, that is, 0%. Therefore, shadowing is an efficient paradigm in the language learning process. The latter confirms what has been presumed in the research hypotheses.

17. Shadowing would be useful, if you shadow :

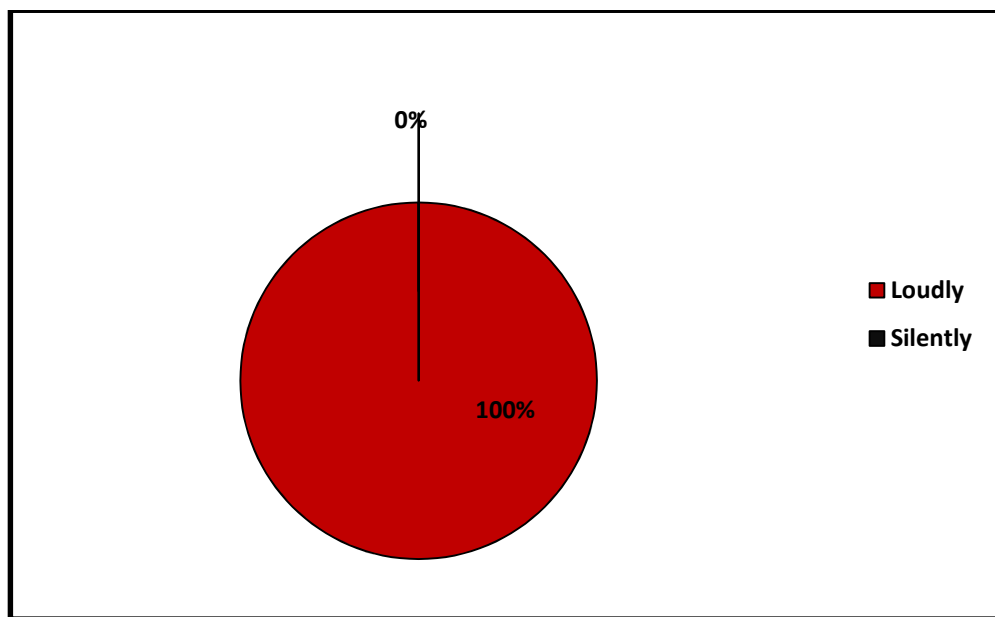
a. Loudly

b. Silently

The preceding question attempts to explore whether the students regard shadowing as a useful method / technique if it is applicable loudly and /or silently.

Choice	Number of Students	Rate (Percentage%)
Loudly	12	100
Silently	0	0
Total	12	100

Table 3.30 The application of shadowing.



Graph 3. 30 The application of shadowing.

100% of the students regard shadowing as a useful method/technique if it is done loudly. This means that all the students agreed that shadowing will be beneficial for them if they imitate recorded materials loudly. In contrast, shadowing silently may not have advantageous results since no student (0%) claimed that mute or silent shadowing can be useful. This can be related to what has been presumed regarding the adoption of shadowing in EFL classrooms.

18. Do you think that you can shadow better

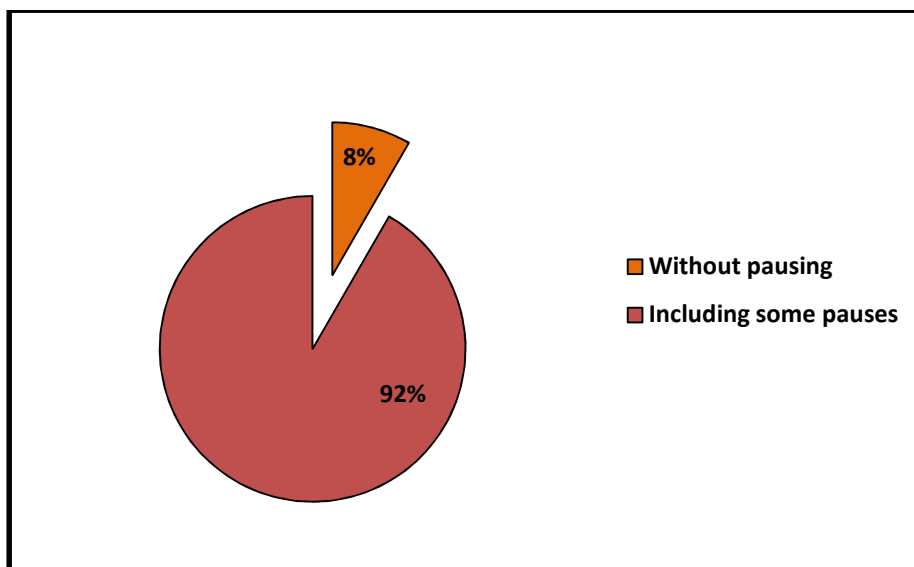
a. Without pausing

b. Including some pauses

This question explores the role of pauses when shadowing a particular input. It provides two main options, which means using pauses or eliminating them.

Choice	Number of Students	Rate (Percentage%)
Without pausing	1	8
Including some pauses	11	92
Total	12	100

Table 3.31 The inclusion of pauses in the shadowing process.



Graph 3.31 The inclusion of pauses in the shadowing process.

92% of the students, the highest percentage, asserted that they can shadow better if they include some pauses. However, only 8% of the students insisted that they can fully shadow a particular material without the inclusion of pauses. Thus, what has been estimated about the application of shadowing was clarified through the rates presented in table 3.31.

19. What is/are the most difficult aspect to be shadowed ? (*you may tick more than one box*)

a. Speed of the speaker

b. Some vocabularies

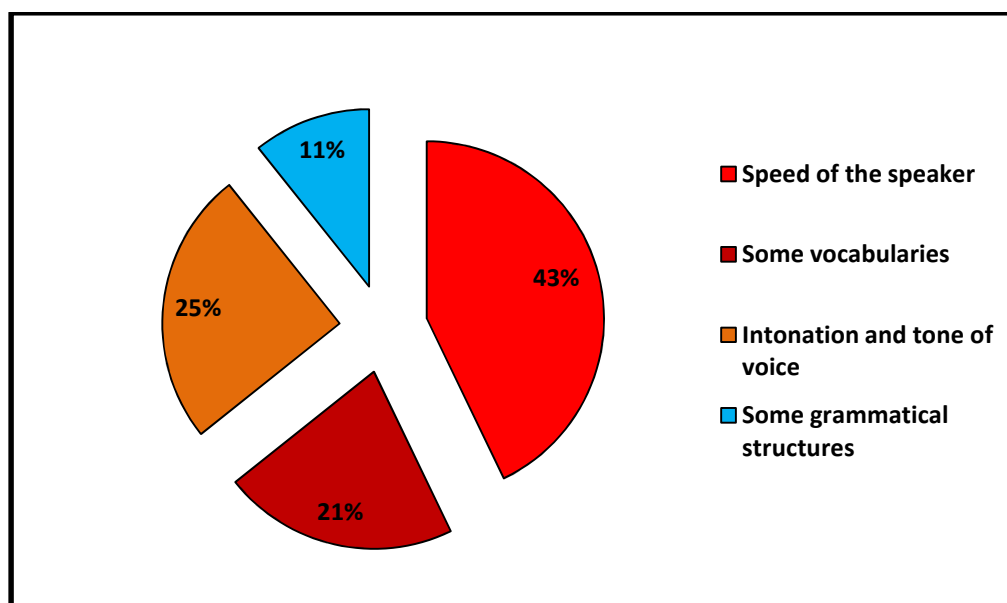
- c. Intonation and tone of voice
- d. Some grammatical structures



This question states the various aspects that the students regard as challenging, and maybe they cannot be shadowed owing to their difficulty. It is a multiple-choice question that considers some components of the speaking skill that the shadower is required to imitate during the shadowing process.

Aspect	Number of Students	Rate (Percentage%)
Speed of the speaker	12	43
Some vocabularies	6	21
Intonation and tone of voice	7	25
Some grammatical structures	3	11
Total	28	100

Table 3.32 The difficult aspects to be shadowed.



Graph 3.32 The difficult aspects to be shadowed.

It is noticed that 43% of the students asserted that the difficult aspect about shadowing is imitating the pace (speed) of the speaker in the shadowed material. Notably, 25% of them contended that emulating intonation and tone is the most difficult task to be done in the

shadowing process, while 21% of the students claimed that some vocabularies can be convoluted that makes shadowing a difficult task. The lowest percentage, which is 11% of the participants viewed that some grammatical structures can be difficult to be shadowed.

20. Shadowing has enabled you to listen effectively. To what extent do you agree or disagree

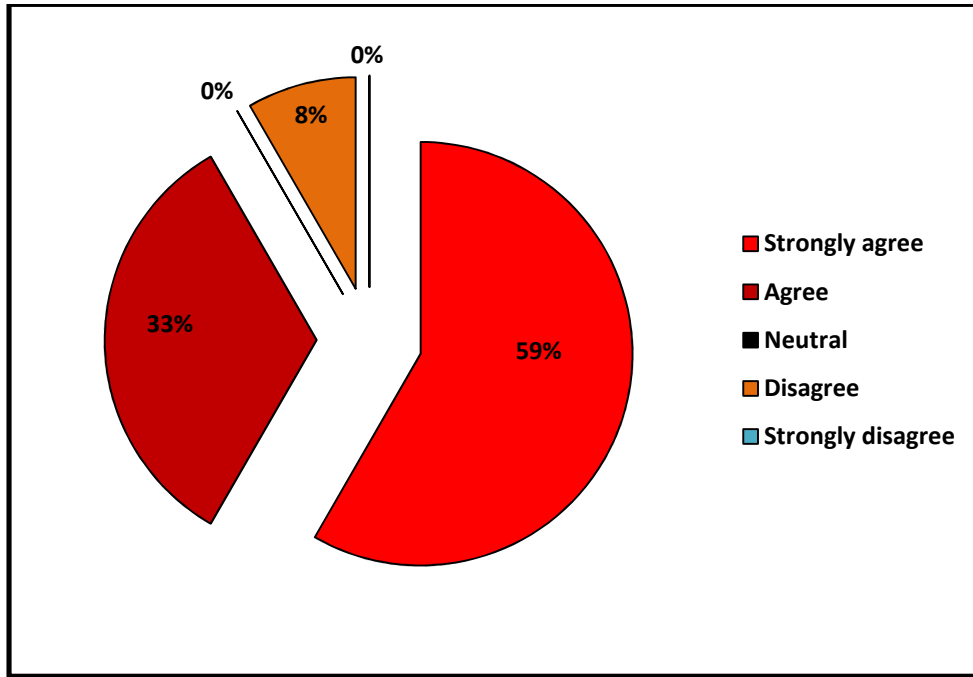
with the latter ?

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

The former question proposes that shadowing can be effective allowing the students to improve their listening skill. It affords some options in Likert scale.

Agreement / Disagreement	Number of Students	Rate (Percentage%)
Strongly agree	7	59
Agree	4	33
Neutral	0	0
Disagree	1	8
Strongly disagree	0	0
Total	12	100

Table 3.33 Shadowing and effective listening.



Graph 3.33 Shadowing and effective listening.

Most students (59%) strongly agreed that shadowing enabled them to listen effectively. In addition, 33% of the students said that they agree with that statement. However, 8% of them claimed that they disagree with the helpfulness of shadowing in terms of effective listening. Neither a neutral point of view nor strong disagreement was expressed (0%). As a result, this supports what has been presumed in hypothesis 3, which means that shadowing assists the listening skill of EFL learners.

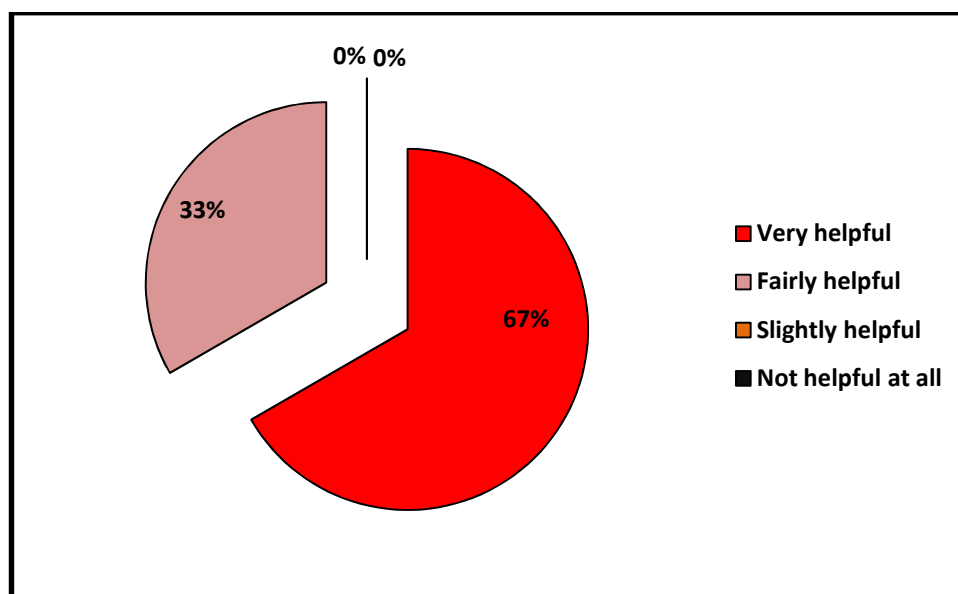
21. Shadowing can be helpful in terms of understanding the content of the recorded material. According to you, it is:

- a. Very helpful
- b. Fairly helpful
- c. Slightly helpful
- d. Not helpful at all

This question probes whether shadowing can assist the students in the process of content comprehension. Its options are stated in Likert scale that demonstrates the degree of shadowing usefulness.

Helpfulness	Number of Students	Rate (Percentage%)
Very helpful	8	67
Fairly helpful	4	33
Slightly helpful	0	0
Not helpful at all	0	0
Total	12	100

Table 3.34 The helpfulness of shadowing in terms of listening comprehension.



Graph 3.34 The helpfulness of shadowing in terms of listening comprehension.

On the one hand, 67% of the students argued that shadowing was very helpful regarding the content comprehension of recorded materials. On the other hand, 33% claimed that shadowing was fairly helpful in terms of understanding the content of the shadowed material. Conversely, the degree of helpfulness ‘slightly helpful’ and ‘not helpful at all’ represent 0%, which means that no one stated that shadowing does not assist listening comprehension. Indeed, what has been hypothesized about the contribution of shadowing in the listening comprehension improvement, as an aspect of EFL learning, is confirmed.

22. Do you think that shadowing can train your mouth to produce sounds clearly?

a. Yes

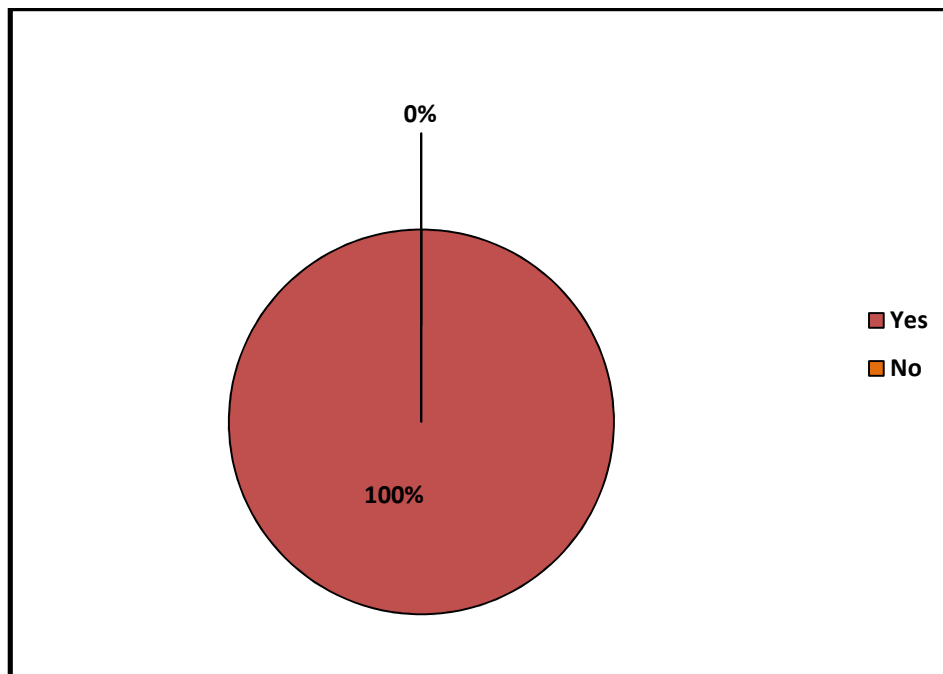
b. No

The previous question probes whether shadowing can train one's mouth to pronounce better the language structures. This yes/no question considers how shadowing can help the students to express their thoughts clearly.

Choice	Number of Students	Rate
Yes	12	100
No	0	0
Total	12	100

Table 3.35 The production of sounds and shadowing.

In respect of this, all the students (100%) asserted that shadowing can train one's mouth to produce language sounds clearly. No negative answer (no) was provided, which means that no one (0%) contended that shadowing does not contribute to clear pronunciation of the English sounds. As an aspect of EFL learning, pronunciation was proved to be enhanced through shadowing, which confirms what has been estimated in hypothesis 3.



Graph 3.35 The production of sounds and shadowing.

23. Through shadowing, have you learnt any new vocabulary (ies) ?

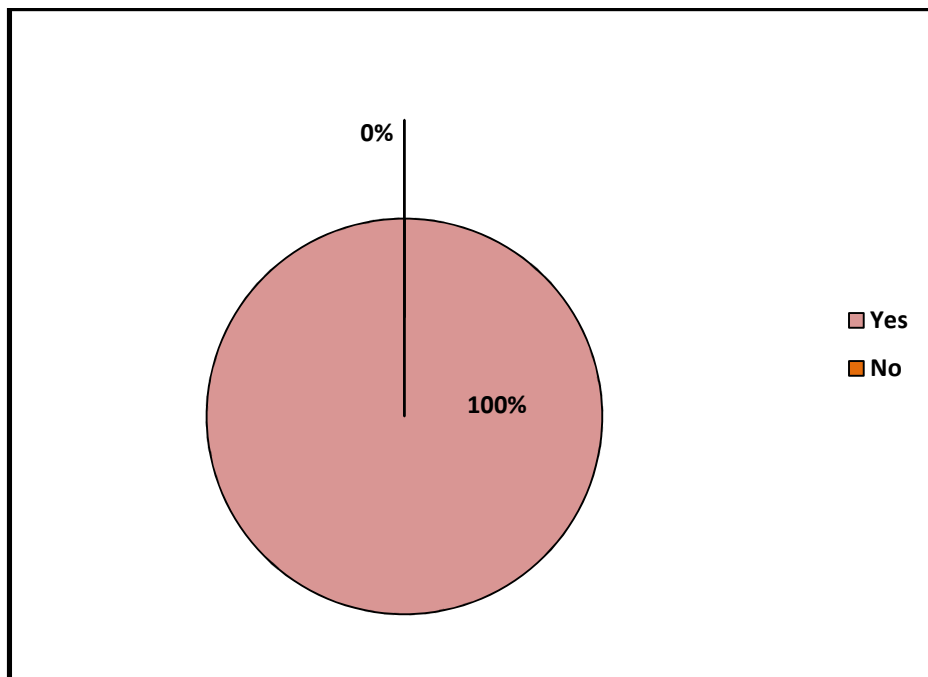
a. Yes, I have.

b. No, I have not.

This question explores whether the students have learnt any vocabularies that they were exposed to due to shadowing. It seeks to prove that shadowing has helped learners to retain some vocabularies in their minds, which leads to vocabulary expansion.

Choice	Number of Students	Rate (Percentage%)
Yes, I have	12	100
No, I have not	0	0
Total	12	100

Table 3.36 Vocabulary expansion through shadowing.



Graph 3.36 Vocabulary expansion through shadowing.

100% of the students, the total rate, insisted that shadowing has helped them to memorize some vocabularies. However, no one (0%) claimed that the latter has not fostered

vocabulary expansion. Thus, vocabulary expansion, which was included in hypothesis 3 as an aspect of EFL learning, was supported by the practice of shadowing.

23. 1 If, yes. Please, state it/them.

.....

This sub-question, that is related to the former question, requires students to insert their answers in the blank stating the vocabularies that they have learnt owing to shadowing.

Vocabularies that were memorized by participant (1) were relative, pal, peeps, and shadowing. However, participant (2) claimed that she has learnt many vocabularies, such as peeps, gang, in your dreams, pals, and other words while participant (3) stated that she has memorized the following words: cyber-pal, sibling, spouse, pals, peers, and traffic jam.

Furthermore, participant (4) asserted that she has learnt two vocabularies, which are peeps and muttering, whereas participant (5) stated that she has memorized some words, basically shadowing and peeps.

However, participant (6) contended that he had learnt several vocabularies, such as peeps, in your dreams, and dream on. He added that due to shadowing, he can make a difference between pal, mate, and gang, whereas participant (7) claimed that she had memorized the words peeps and pals. In contrast, participants (8) and (10) had not provided any answer.

On the one hand, participant (9) stated that she had learned vocabularies, such as pals, dream job, and sibling. On the other hand, participant (11) stressed that she had memorized the words spinning wheel, traffic jam, and peeps. Participant (12) claimed that she had learned vocabularies, such as peeps, gang, cyber-pal, day dreamer, and traffic jam.

24. Does shadowing help you to boost your confidence in speaking?

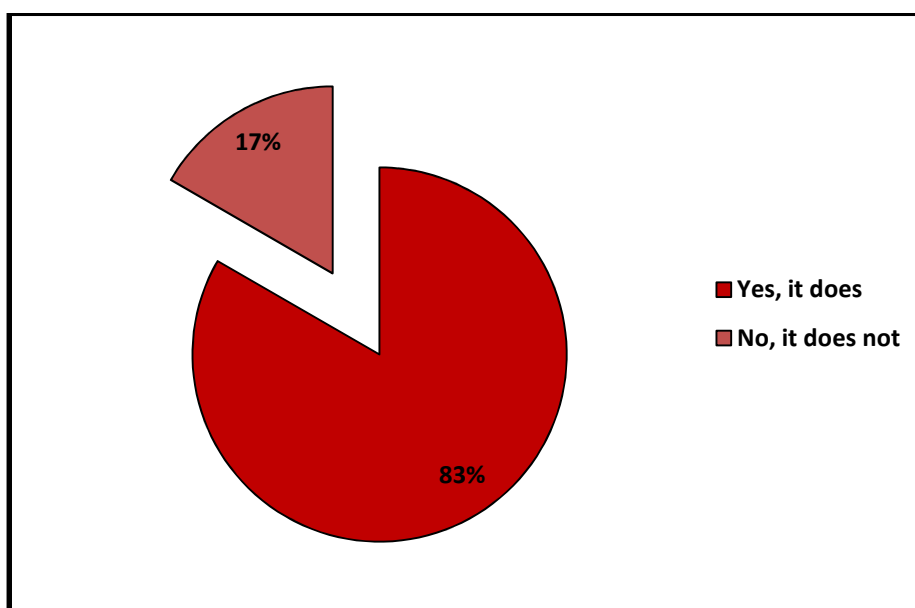
a. Yes, it does

b. No, it does not

This question examines whether shadowing has helped our participants to be more confident when they express their thoughts and ideas.

Choice	Number of Students	Rate (Percentage%)
Yes, it does	10	83
No, it does not	2	17
Total	12	100

Table 3.37 Shadowing and confidence in speaking.



Graph 3.37 Shadowing and confidence in speaking.

In particular, 83% of the participants argued that shadowing has helped them to be confident in a speaking performance, while only 17% of them assumed that this method/technique does not boost their confidence in speaking tasks. As a result, what has been presumed in hypothesis 2 was confirmed due to the rates presented in table 3.37.

1.7.3.5 Section 5: Opinionnaire

25. What do you think about the layout of this questionnaire?

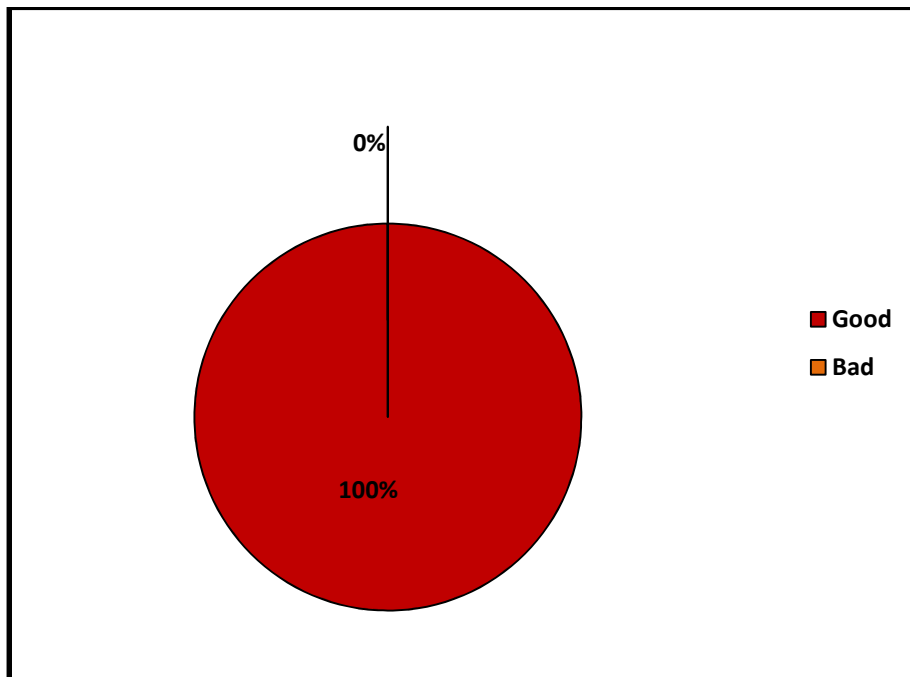
a. Good

b. Bad

This question probes the students' opinion about the layout of this questionnaire. This includes the cover page, instructions, chronological order of questions, and other issues.

Quality	Number of Students	Rate (Percentage%)
Good	12	100
Bad	0	0
Total	12	100

Table 3.38 The quality of the questionnaire's layout.



Graph 3. 38 The quality of the questionnaire's layout.

There was a complete agreement that this questionnaire's layout is good. 100% of the students asserted that this questionnaire was easy to be understood and useful to be answered. Notwithstanding, no one (0%) contended that the quality of this questionnaire in terms of layout is bad.

26. Were the instructions clear enough for you?

a. Yes

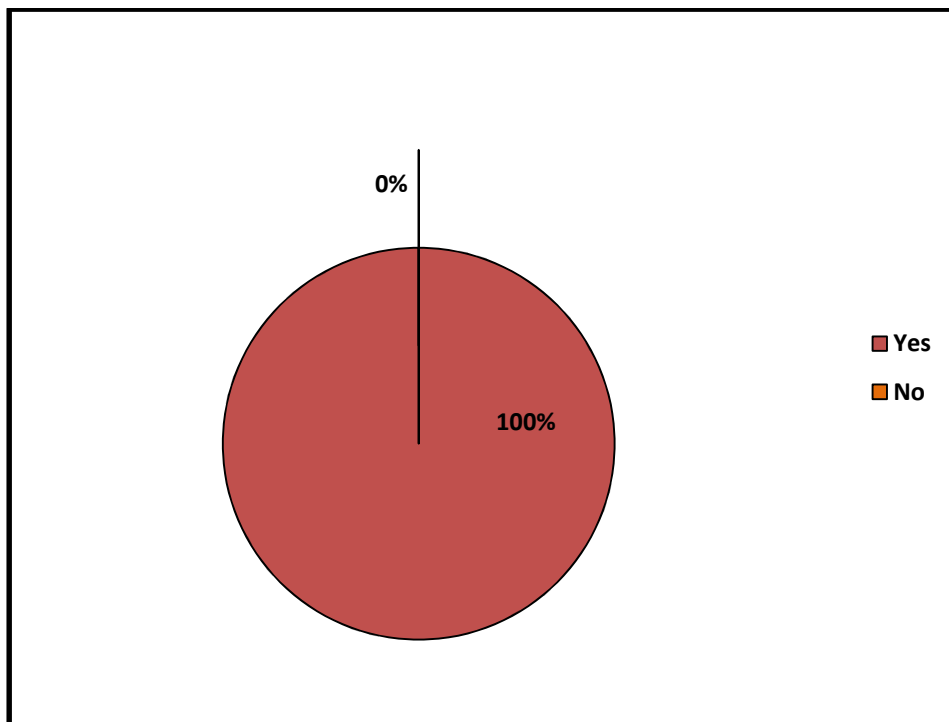
b. No

This question implies that some questions are followed by a particular statement that guides the respondent to answer a question accurately. These instructions were written in

bold and italics to distinguish the questions that are addressed to respondents from what they should do to answer them.

Choice	Number of Students	Rate (Percentage%)
Yes	12	100
No	0	0
Total	12	100

Table 3.39 The Clarity of instructions.



Graph 3.39 The Clarity of instructions.

Regarding this question, all the students (100%) assumed that they have understood the instructions presented in this questionnaire.

27. Have you found the questions confusing?

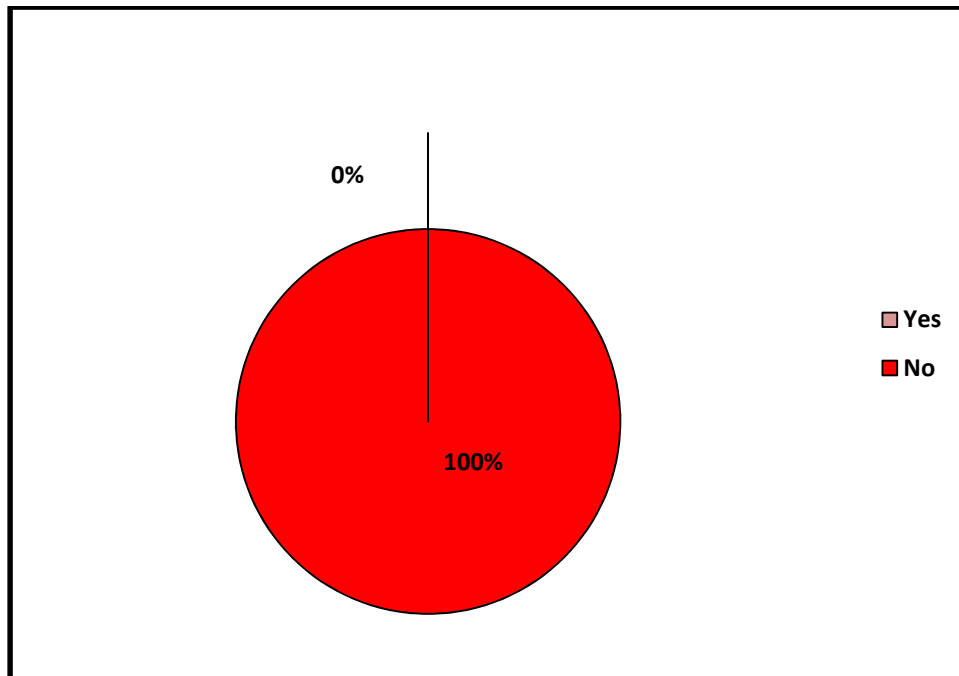
a. Yes

b. No

This question aims at discovering which question our participants consider as difficult to be understood or answered. It allows the respondent to identify any misleading question by writing the number of that question.

Choice	Number of Students	Rate (Percentage%)
Yes	0	0
No	12	100
Total	12	100

Table 3.40 Confusion regarding the questions proposed in the questionnaire.



Graph 3.40 Confusion regarding the questions proposed in the questionnaire.

In this respect, all the students (100%) argued that the questions proposed in this questionnaire were not confusing.

27. 1 If yes, which question(s) is/are confusing? (*write the number of the question (s)*)

.....

In this sub-question, the participants are asked to specify the number of the question(s) that they found confusing. We have added the statement that is written in bold and italics to ensure that they will not write the whole question (s), but only the corresponding number of this/these question (s).

Regarding the questions that might be confusing, no answers have been inserted by all the participants. The blank was either left as it is or crossed.

28. If you wish to change something in this questionnaire, what would it be?

.....

This question enables the participants to complain about this questionnaire proposing something that they want to alter. This means that they may find some questions irrelevant or some instructions unclear, or they may wish to add other questions or substitute a particular question by another one.

Participant (1), (2), (7), (8), (9), (10), (11), and (12) did not state any answer for this question. In contrast, participants (3) and (4) stated that they would change nothing in this questionnaire, as well as participant (6) agreed with this and asserted that he would keep it as it is. Nonetheless, participant (5) claimed that she would change the length of it because it is a little bit long.

29. Any other suggestions or comments:

.....

.....

This open-ended question is allocated for suggestions and comments that the students may provide as a reflection of what they have understood, or what they want to add as a feedback.

Participants (1) and (8) had no additional suggestions or comments to be stated. Participant (2) argued that this method (i.e., shadowing) is good, but she thinks that the latter loses its efficacy if it is applicable in classrooms that include a large number of the students. She had also stated that this method helps the learner to acquire pronunciation and vocabulary. Basically, participant (3) commented that shadowing is a very interesting technique, but she would prefer to shadow recordings in which the input is presented slowly by the speaker. However, participants (4) and (5) wished good luck as a comment.

Further, participant (6) argued that it was a great experience to be a participant in this experiment and that shadowing was quite useful for him. Similarly, participant (7) claimed that it was an honour and pleasure to be a participant in our experiment. In addition, participant (9) stated that it was a pleasure to answer this questionnaire, and that she is really interested in the shadowing technique.

Participant (10) stressed that he wanted to discuss the question that proposes having one's own accent through shadowing. In addition, participant (11) argued that she has enjoyed the sessions of shadowing, and that the latter would be beneficial and extremely fruitful if it is applicable in EFL classrooms and that she liked the idea of writing her full name in our questionnaire unlike other questionnaire that she answered, whereas participant (12) expressed her deep thanks and stated that shadowing is very effective and that she wishes that the latter can be applicable in her classroom because it is helpful in terms of speaking skill improvement, especially vocabulary.

2. Discussion and Results

2.1 Mock Test

As demonstrated in table 3.2, all the scores were below the total score (i.e., 100 points). The marks of those participants demonstrate that the majority of them belong to the intermediate level. According to the scale of language level that is adapted from the “Common European Framework of Reference for Languages”, all the students are

classified under the language level B1. As a result, all the participants are regarded as independent users of the language.

Level group	Level group name	Level	Level name	Description
B	Independent User	B1	Threshold or intermediate	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Table 3.41 Common reference levels (source: “Common European”,2015, Sec. 3).

2.2 Quasi-experiment

2.2.1 Progress Test

All the students (100%) had performed the task that was assigned to them after the treatment stage. They have shadowed a variety of materials; for example, some of those materials belong to the English language learning domain, others are regarded as English entertaining materials. The majority of our participants (70%) replayed their material 3_5 times in order to fully shadow it without an inclusion of pauses (75%).

Therefore, this test promoted our experiment and provided the researcher with further information about how shadowing can be applicable being sufficient for all learners in terms of repetition times. Thus, it can be disclosed that shadowing was an enjoyable task to be done and a useful technique to be implemented at home.

2.3 *t*-Test: Pretest and Posttest

2.3.1 Task 1

The inferential statistics disclose that the *t*-test of paired two-sample has validated the research hypotheses. This test was proved to be a two-tail one for task 1. It has been proved that the results are significantly different since the means of the pretesting and posttesting stage were different. Chiefly, the posttest's mean was greater (about 10.70) than that of the pretest. Similarly, the probability value ($p= 0.01$) was less than alpha (0.05). In other words, there was a significant difference that led to the acceptance of the alternative hypothesis.

Hence, it can be deduced that shadowing has helped the students to listen effectively and comprehend what is heard. This means that shadowing has improved the listening and listening comprehension skills of our participants, which is demonstrated in the number of the correct missing words that they have found. Due to shadowing, the participants were able to guess most of the words since the constant emulation of the input presented in the audio has fostered listening concentration, and afforded our participants more time to focus on the content.

As a result, the hypotheses (3) that proposes that many aspects related to EFL learning will be substantially improved through intensive listening to EFL recorded material followed by simultaneous speaking was confirmed in the sense that the

shadowing method/technique has assisted the students' listening and listening comprehension skills and fostered concentration.

2.3.2 The Speaking Skill Task

The results revealed that there was a significant difference at $p= 0.01$. The alternative hypothesis was accepted since the probability value is inferior to alpha value (0.05). There was a palpable difference between the means of the pretesting and posttesting stages. As a matter of fact, the mean of the posttest (about 13.33) was higher than the pretest one (about 11.62). Accordingly, the comparison of two paired values of the pretest and posttest demonstrated that the scores of our participants in the posttest were higher than those in the pretest. This means that the training or treatment stage had a positive effect on the participants' speaking skill.

It can be inferred that the shadowing method/technique was efficient in terms of speaking skill development. This efficiency can be greatly observed in vocabulary expansion and pronunciation enhancement (see appendices I and J). In this respect, it has been noticed that in the posttest some vocabularies were retained and used by our participants in the speaking test. In addition, those vocabularies were pronounced correctly due to their emulation during the shadowing practice, basically shadowing the audio and peer-shadowing task 2 and 3.

Our participants were able to use some new vocabularies that were unknown to them before the training stage. Through video recordings, it was noticed that the duration of speaking for most participants was longer than the one of the pretest. This alludes that the students had expressed their thoughts and ideas freely, which means that they were engaged in the speaking task assigned to them; as a result, they were more confident regarding speaking.

Therefore, the hypothesis (1) that assumes that EFL learners can boost their speaking skill if they emulate a particular EFL recorded material was validated, and the one (2) that proposes that if EFL learners shadow a particular recorded input regularly, they will be more confident and engaged in performing the speaking task was partially confirmed through paired two-sample *t*-test.

2.4 Questionnaire

2.4.1 The Pilot Stage

In the pretesting stage, we recognized that some extra information about the researcher should be added. Therefore, our level and name of section and University have been added at the end of our questionnaire. For the sixth question, we have provided the choice (c) that proposes that both fluency and accuracy are needed for the mastery of speaking. However, for the tenth question, we have also added the choice (c) that proposes the carelessness of the teacher regarding speaking.

Moreover, the word ‘understandable’ that is proposed in question 26 was altered conforming to this teacher and replaced by the phrase ‘clear enough for you’. Specifically, we believed that question 8 lacks another aspect that is related to grammar and pronunciation. For that, we have added the choice (e) to obtain precise information about the problems encountered in speaking.

Furthermore, we eliminated the instructions that propose filling in the blank or inserting the answer in the blank provided. Thus, we generalized the instructions stating that the students are required to tick the box (es). For open-ended questions, we assumed that the participants will insert their answer spontaneously without providing any instruction since they are familiar with this kind of questions in which blanks are provided. In addition, the statement ‘you may tick more than one box’ was also added as a further instruction, particularly to question (19).

Since most students were not committed to the instructions provided, that is, circling their corresponding answers, we have changed those instructions adding boxes to be ticked, rather than circling the letter of a particular choice (s). Also, we intended to make the instructions captivating and separate from the questions using both bold and italics type font. Also, we have bolded all boxes either those that introduce the sections or those that will be ticked.

In this way, we believed that this will ease the process of answering the questions, guide the students to answer accurately being committed to what is presented in the instructions, and afford more sophisticated format and layout to our questionnaire.

The question (24) that examines the relationship between shadowing and boosting confidence in speaking tasks had been added using two main options (a positive choice and negative one) in order to validate the research hypothesis (2).

The pretesting stage of section five (Opinionnaire) had also revealed that the layout of this questionnaire is good. This implies that the questionnaire's cover page, instructions, organization, chronological order of the questions, and other features are useful for all the students involved in the pilot stage (questions 24 and 25).

As a result, all the questions were understood by a significant number of the participants. Conversely, some of those students regarded them as confusing (questions 26 and 26.1). We believe that this may be due to their unfamiliarity with the subject matter (i.e., shadowing).

It was intended to ask the students to state their full name (as opposed to what was claimed by one participant in the pilot phase, mainly in question 27). We assumed that this will help the researcher to obtain valid results in which no interference will be made between the participants, particularly in the main investigation of this questionnaire. This denotes that each answer will be related to the participant that provided it. We believed that the sample concerned with our research belongs to the same age group, and that the average age is from 22 to 25. That is why, we had not included further age groups in question (2).

Therefore, as revealed in the pretesting stage, it can be argued that all the students were not familiar with the shadowing method/ technique, and that it was the first time they had heard this term.

2.4.2 The Main Investigation

The sample that was chosen for the present research is primarily composed of females (75%) as a dominant category and males as a limited one. The average age of this sample that has the highest rate (83%) is represented in the age group 20_ 22. The majority of our participants are regarded as intermediate learners of the English language (75%). This implies that they are independent learners that belong to the category B1.

The students' perceptions of speaking demonstrate that our participants considered the speaking skill as the most desirable skill to be developed (46%). This denotes their urge to

improve this skill due to its importance. Our participants agreed that this skill is the most difficult skill to be developed (50%). They have also asserted that both fluency and accuracy have the priority in order to master the speaking skill (58%). This implies that the mastery of this skill requires one to be fluent as well as accurate in the language.

Most participants perceive their level in speaking to be good (50%). The latter means that they can use the language neither perfectly nor badly. Those students can express their ideas and thoughts, negotiate, discuss, provide an explanation, and ask and answer questions.

The rates had demonstrated that those students encounter both psychological problems and language ones. Reticence, shyness, and lack of confidence as psychological problems, as well as the dearth of vocabulary as a language problem that the students encounter when speaking are the leading difficulties. These problems hinder the students in terms of participation, interaction, and free expression of ideas and thoughts. Although the highest rate demonstrated that those participants are constant speakers, which means that they always speak in the classroom (58%).

Some additional problems that were stated by some participants refer to mispronunciation, boredom, disinterest in the speaking subject, and discomfort or unease of expression. With regard to this subject, speaking is fostered by the teacher, according to 50% of the students. Almost, a similar rate denoted the carelessness of the teacher (42%) in terms of speaking encouragement. It can be inferred that the teacher has a prominent role in terms of encouraging his/her students to speak in the classroom.

Furthermore, it is noticed that although the majority of those participants (67%) practise speaking in various contexts, regardless of the classroom, they still have problems in speaking. It can be deduced that speaking indoor (in the classroom) as well as outdoor (at home, with friends) is not sufficient for the language learner since the latter should be fostered by a particular method/technique that exposes him/her to authentic materials related to the target language. This means that learners should be exposed to language produced by native speakers, that is, training them to produce accurate aspects of speaking to reach a better level in the English language.

It can be argued that most participants (83%) are sometimes exposed to English recorded materials; however, most of them have never attempted to imitate them (92%).

Thus, it can be said that those learners lack rehearsal and practice of language produced by native speakers.

In particular, most students supported the adoption of shadowing as a classroom method (50% as a strong agreement and 50% as an agreement). The latter implies that shadowing was enjoyable and useful for them (100%), particularly if it is applicable using a loud voice (100%), and including some pauses from time to time (92%).

The aspects that can be difficult to be shadowed refer to the pace of the speaker (43%), and intonation and tone of voice (25%). However, the latter can be minimized by continuous practice of shadowing.

Thus, it can be inferred that shadowing is a helpful and valuable method/technique that trains learners to produce language sounds clearly (100%), listen effectively (59%), comprehend the content of the material (67%), and expand vocabulary efficiently (100%). This means that shadowing can improve various aspects related to the target language, such as pronunciation, listening skill, listening comprehension, and vocabulary expansion. Therefore, this denotes that the hypothesis (3) had been validated through this questionnaire. Most of the vocabularies stated by our participants were those that they were presented in the posttest.

That is, owing to the application of shadowing, most of them were able to memorize several words and expressions. The majority of participants (83%) stressed that shadowing has helped them to boost their confidence in speaking. Thus, the hypothesis (2) that assumes boosting confidence in the performance of the speaking tasks through the shadowing method was also confirmed.

As a final result, those participants had not encountered any problem regarding the layout of the questionnaire and clarity of instructions and questions. They were all satisfied and pleased to recognize what shadowing is and asserted that they will persist practising it since it enabled them to improve various aspects.

Conclusion

The present chapter was appertained to the field investigation. It analysed all the data obtained from the research tools and interpreted them either descriptively or numerically. Additionally, it has confirmed the research hypotheses that were assumed. In particular,

this chapter was based on conducting an experiment that includes three main stages (pretest, treatment, and posttest). The treatment involved a training session about the shadowing method/technique. The pretest was assigned in a way, which is similar to the posttest; however, the latter included the application of shadowing. Furthermore, this chapter included the assignment of a questionnaire administered after this experiment. This research tool has contributed to the validation of the research hypotheses.

This chapter has provided a detailed description of the experiment, particularly mock and progress tests. These tests have promoted our investigation in terms of obtaining additional information about our participants. For instance, the mock test was done to determine the level of our participants, while the progress test was administered to decide the number of repetitions and the pauses that will be included in the shadowing process. More importantly, it has introduced the *t*-test paired two-sample that has promoted the research hypotheses validation. Further, this chapter has discussed the results and provided some pedagogical implications.

General Conclusion and Pedagogical Implications

General Conclusion

EFL learners seek to improve their communicative skills in order to master the language that they are learning. The speaking skill appears to be the most demanding skill. This skill by which an individual reflects particular ideas and socialises with people is regarded as a difficult task for most EFL learners.

It can be said that mastering the language requires mastering its four skills, that is, listening, speaking, reading, and writing. However, it is argued that many people are judged based on their skill of speaking. In terms of communicative abilities, an individual may be primarily assessed depending on his/her ability of speaking fluently and accurately. In this sense, it is believed that speaking is the most judgmental skill since it involves the production of language sounds and structures. In particular, this skill is more spontaneous than other skills.

Although the task of shadowing can be tiring, it trains language learners to speak as much as possible. Thus, imitating a native speaker multiple times helps acquiring and retaining correct pronunciation of words, new vocabularies, appropriate tone and intonation, and other features. Fostering the speaking skill requires a constant and intensive practice of the language. As a result, shadowing affords the language learner a non-limited number of opportunities to use the language intensively emulating an authentic recorded material.

The theoretical part of the present research is composed of two main chapters. The first chapter has reviewed the fundamental concepts of the shadowing method/technique, while the second chapter has provided a background on speaking. However, the practical part included the field investigation and data analysis. It involves the different research

tools that were used to answer the research questions and validate its hypotheses. In this research, an experiment was conducted to probe the contribution of shadowing in terms of improving the speaking skill of EFL learners. This experiment was supported by an administration of a questionnaire that strengthens the validity of this research and provides precise data about the role of this method/technique.

The research questions proposed seek to probe the role of shadowing as a classroom method and examine how this paradigm can support speaking and foster participation in EFL classrooms. It was stressed in this research that the deficiency of the speaking skill may be related to some factors that concern language practice and rehearsal. Hence, it has been hypothesized that the emulation of certain EFL materials would foster the aspects of this skill providing more exposure to language sounds and structures.

The importance and usefulness of the shadowing method/technique have been proved in this research. Through the different research tools that have been employed, shadowing is believed to be the most helpful paradigm that assists the language learning process, primarily by developing the most desirable skill (i.e., speaking).

All research questions have been answered throughout the investigation. The research hypotheses have been validated, particularly the hypothesis that assumes that shadowing can develop the speaking skill of language learners, and the hypothesis, which predicts that several aspects related to language learning can be improved through the emulation of EFL recorded materials. Further, the hypothesis, which assumes that shadowing can promote confidence and engage learners in the language process has been also confirmed.

Pedagogical Implications

Shadowing as an efficient paradigm in the language learning process is appropriate for all the language levels, which means that it can be applicable by beginner, intermediate, and advanced learners. The latter can be used in multi-level classrooms in which the teacher can group his/her students based on their level. Each group will be exposed to a material that corresponds to the group level. For beginner and/or intermediate learners, it should be revealed that shadowing is best done using the transcript of the shadowed material, which means that synchronized reading can assist those learners in the process of shadowing.

In some cases, the number of repetitions or times in which the material should be replayed in a shadowing session may not be determined easily since some learners can be very slow to fully shadow a particular input. Therefore, it is the teacher's job to decide how many times a material will be shadowed; for instance, s/he may arrange a training session in shadowing to decide the average of repetitions that are required.

The materials to be shadowed should be carefully and intelligently chosen, so that learners would not be exposed to negative factors, such as boredom and demotivation. In particular, external factors should be considered. For instance, noise or interfering voices can hinder the process of shadowing. For that, a pleasant environment should be maintained in a shadowing session. More importantly, a shadowing attempt from the teacher can be a motivating step, especially for reticent learners.

In large classes, the teacher may encounter indiscipline, especially if all the students are required to shadow at once loudly. Some students may pretend that they are shadowing, others may laugh at their peers, or may not hear what is being said by the speaker because of some noise or interference of students' voices. In this case, we suggest that the teacher can group them into four or five students in each group, and then each group is required to shadow separately. We also suggest that the teacher can establish a kind of challenge among students; for instance, s/he can propose that a challenge will be made between rows. Each row has to shadow separately and the best performance will be chosen based on the extent to which the input is shadowed as it is heard in the material.

Above all, shadowing is more effective if it is done using a pair of headphone or earphones since the shadower will focus on his/her performance, rather than the performance of others. In some EFL classrooms, there may be a dearth of materials required for shadowing, such as headphones or earphones. Hence, the teacher should use speakers with high quality of voice in order that all learners will be able to hear the speaker's voice clearly. In this case, shadowing can be done as a cooperative task, that is, peer-shadowing. Although silent shadowing can be beneficial and more relaxing for shy learners, it is believed that shadowing out loud is more advantageous since it trains learners to speak in front of an audience and eliminate some psychological problems, such as reticence.

Another suggestion regarding the shadowing practice is that a teacher may ask his/her students to use their smart phones that are provided with earphones to do the shadowing task. Thus, to attain this, s/he may transfer the material that will be shadowed through Bluetooth. This will ease the process of shadowing and support the use of technological gadgets in EFL classrooms.

It has been noticed that in some cases shadowing may not allow the shadower to focus on the content of the material. That is, the shadower's main concern is emulating the words and phrases produced by a particular speaker, rather than the meaning expressed. This can be mainly encountered when the pace of that speaker is so fast; hence, the shadower's attention is devoted to the full emulation of sounds, rather than the content. For this reason, we believe that pauses have a preeminent role in the shadowing process since they provide learners with an opportunity to focus on meaning and require less mental efforts on the part of the shadower.

Teachers should be encouraged to adopt shadowing as a tool that helps their students to understand the content of the lesson. In other words, they can use lesson or lecture shadowing to promote the language learning process. Thus, teachers can assign tasks to be done at home in which learners have to shadow a particular material in order to answer some questions that will be asked in the classroom or perform certain tasks, such as rehearsing what was shadowed or summarizing the main ideas presented in that material.

In order to improve some prosodic elements, the students can record their voice as they shadow a particular material at home in order to recognize their debts, particularly mispronunciation and inappropriate tone and intonation.

The preeminent role of shadowing in the development of the speaking skill can be well-manifested if students shadow various materials multiple times regularly. Shadowing in a short period of time may affect their speaking skill in a way that cannot be observed to a great extent; however, an improvement in vocabulary and pronunciation can be greatly noticed.

For further research, we would recommend future researchers to probe text shadowing that may improve the students' reading skill and reading fluency. For the reason that shadowing may require using a transcript of a recorded material, which means

that the shadower will read that transcript emulating the speaker's voice and reading pace. The latter helps to reach fluency in reading and fosters the reading skill. This means that shadowing is not only appertained to the development of productive skills, such as the speaking skill, but it may also improve some receptive skills, such as the reading skill although it has been proved that it develops the listening skill and listening comprehension skill in other research.

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Appendices

Appendix A : طلب خطي

Appendix B : Planning of the Language Laboratory

Appendix C : Consent Letter

Appendix D : Mock Test

Appendix E : Pretest

Appendix F : Treatment

Appendix G : Progress Test

Appendix H : Posttest

Appendix I : Speaking Transcripts: Pretest

Appendix J : Speaking Transcripts : Posttest

Appendix K : Questionnaire : The Pilot Stage

Appendix L : Questionnaire : The Main Investigation

Appendix M : Attendance Sheet

Résumé

ملخص

طلب خطي : Appendix A

سبكرة في: 26/02/2015

المهيم : رابطة

اللقيا : مصر

إلى السيد(ة): رئيسة شعبة اللغة
الإنجليزية حسيمة شوي

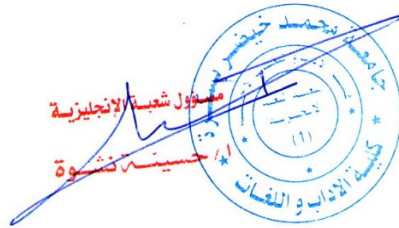
الموضوع : طلب تدريس مجموعة من الطلبة في المحبر

لي عظيم الشرف أن أتقدم إلى سيادتك المحترمة بطبيعي هذا وتمثل في
السماح بتدريس مجموعة من طلبة السنة الثالثة من قسم اللغة الإنجليزية في
المحبر الواقع بمرکز تلتين اللغات في جامعة محمد خيضر لإجراء تجربة تحف
البحث العلمي لشهادة الماجستير وذلك بالتنسيق مع الأستاذ المؤطر
السيد أحمد شوقي حواجلي ، وأصيط سيادتك المحترمة علما أنه سيتم
تدريس هؤلاء الطلبة على فترات متباينة تتمثل في ستة حصص خارج أوقات
الدراسة مع استعمال أداة تصوير 'كاميرا فيديو' لتسجيل مشاركات الطلبة
وثافة الأعمال الابداعية وذلك تحت إشراف الأستاذ المؤطر.

تقبلوا مني فائق عبارات التقدير والإحترام .

ملاحظة : سيتم إرفاق هذا الطلب بقائمة الطلبة المعنيين .

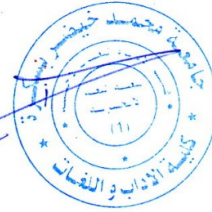
إمضاء المحبر
Mansour



قائمة الطلبة المحييين :

الرقم :	الإسم واللقب :
4	بنا بسري بخيمة
3	مخطا لله أم السود
1	صديق إيمان
5	صديق أسماء
5	عبد اليقني أسماء
2	مجناع عبير
3	عباسي حمة الحولى
8	جباري حسين
4	علوي هينم
3	رعماني يا شتر
4	لحجال أميرة
10	مودع سماع
10	بن شحبان مبارة
10	جباري الحسين
10	الباص عصام

مسؤول شعبة الإنجليزية
الحسينة نشوة



Appendix B : Planning of the Language Laboratory

Mohamed Kheider University of Biskra
 Faculty of Letters & Foreign Languages
 Department of Foreign Languages
 English Division
 2014/2015

Planning of the Lge Laboratory

Day/ Time	08:00 /9:30	9:40/11:10	11:20/12:50	13:10/14:40	14:50/16:20	16:30/1800
Sunday		2nd/G7/ Oral exp/ Rabehi	1st/G4/Oral/ Zeghdoud	1st/G7/Oral exp/Laadjali	1st/G7/Oral exp/Laadjali	
Monday		2nd/G7/ Oral exp/ Rabehi	3rd/G6/ Or. exp/ Salhi	3rd/G8/ Or. exp/ Salhi	1st/G5/Oral/ Zeghdoud	
Tuesday	3rd/G5/ Or. exp/ Boukhama	3rd/G7/ Or. exp/ Boukhama	3rd/G5/ Or. exp/ Boukhama	3rd/G7/ Or. exp/ Boukhama	3rd/G2/ Or. exp/ Zerigui	
Wednesday		2nd /G5/Or. Exp Hamed			G1/ 1st /Or.exp/Guerfa	
Thursday		3rd/G3/ Or. exp/ Zerigui		3rd/G4/ Or. exp/ Zerigui		

Appendix C : Consent Letter



Consent Letter

I am a Master 2 student. I am conducting a research project on Shadowing. I would like your contribution as an experimental group. Your participation would help me to gain useful feedback. For this reason, I need your permission to attend six sessions, and ask you to complete a questionnaire at the end of the experiment.

Thank you very much, indeed.

Name & group

Signature

Appendix D : Mock Test

Mock Test

Name: _____

1 Match a sentence (1–7) with a response (a–j). Not all the responses are used. One example has been given.

1	d	Bye! I'm going out now.
2		Shall we go for a drink after work?
3		I'm going to the bar. What would you like to drink?
4		What a beautiful watch! Where did you get it?
5		How long did it take you to find the house?
6		Did I see you with a new boyfriend last night?
7		I'm so fed up with all this work!

- a Not long. Your directions were very clear.
- b It's twenty-five past nine.
- c Mind your own business!
- d Oh, OK. Have a nice time!
- e I've been waiting for my boyfriend for ages.
- f No, put your money away. It's my round.
- g Oh, me too! I'll be glad when the exams have finished.
- h Never mind! You'll find a job soon.
- i That's a good idea! I'll meet you in the pub at half past eight.
- j It was a birthday present from my parents.

(1 point for each correct answer)

6

2 Complete the sentences with the correct form of *do*, *be*, or *have*.

Example *Has* she found a new job yet?

- 1 What sort of music _____ you like?
- 2 _____ she work in the centre of London?
- 3 When _____ you born?
- 4 I _____ been waiting for hours.
- 5 English _____ spoken all over the world.
- 6 We were tired so we _____ go out last night.
- 7 I _____ going on holiday next month.
- 8 _____ he ever been to China?
- 9 I saw your brother this morning. Where _____ he going?
- 10 We want to buy a car but we _____ saved enough yet.

(1 point for each correct answer)

10

3 Write questions for the answers.

Example What *do you do* in the evenings?
I watch TV or listen to music.

- 1 How many brothers and sisters _____ ?
I've got two brothers and a sister.
- 2 Where _____ he _____ ?
He works in a hospital in the centre of town.
- 3 What _____ you _____ last weekend?
We went to the coast.
- 4 _____ you _____ Steven Spielberg's new film?
Yes, I have. I saw it last night.
- 5 What _____ Dad _____ ?
He's working in the garden.
- 6 Why _____ come to my party?
Because I had to revise for my exams.
- 7 _____ your sister _____ her baby yet?
Yes, she has. She had a boy at 5 a.m. yesterday.
- 8 _____ your children _____ a home computer?
No, they haven't, but they've got a computer at school.
- 9 Where _____ at nine o'clock last night?
I was at home.
- 10 How long _____ you _____ learning English?
I've been learning English for about two years.

(2 points for each correct answer)

20

4 Make the statements negative.

Example I enjoy living in a big city.
I don't enjoy living in a big city.

- 1 It's a very good film. _____
- 2 She's working very hard at the moment.

- 3 He needs a computer for his job.

- 4 The house is decorated every year.

- 5 We bought presents for everyone.

- 6 They've sold their house.

- 7 She was wearing new clothes.

- 8 They've been waiting for a long time.

- 9 I've got a garden. _____
 10 We had an exam last term. _____

(2 points for each correct answer) 20

5 Write short answers for the questions.

Example Is he Polish? Yes, *he is*.

- 1 Are they coming to the party? No, _____
 2 Do you like skiing? Yes, _____
 3 Are you married? Yes, _____
 4 Has she been working abroad? No, _____
 5 Can he speak Russian? No, _____
 6 Don't forget to send me a postcard! No, _____
 7 Have you both had a drink? Yes, _____
 8 What a beautiful day! Yes, _____
 9 Are you going to drive to the airport? No, _____
 10 Did he pass his driving test? Yes, _____

(1 point for each correct answer) 10

6 Read the text. Mark the statements true (T) or false (F).

WONDERS OF THE MODERN WORLD

Medical Science

Surely nothing has done more for the comfort and happiness of mankind than the advance of medical knowledge! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy in Europe has risen dramatically over the last hundred years, from about 50 years in 1906 to about 75 years today.

Holidays

Yes – holidays! In fact there have always been holidays – in ancient Rome there were more than 150 a year – but a holiday used to mean simply a day when you didn't work. Now holidaymakers travel to all parts of the world. Perhaps you don't like so many tourists in your country, but you must agree that a phenomenon which sees the population of Greece treble in summer, and which sends office workers and shop assistants to Spain, Turkey, or the Caribbean is a wonder of the world.

- 1 The writer thinks that men have benefited more from medicine than women. _____
 2 People can expect to live about twenty-five years longer today compared with 1906. _____
 3 The writer agrees with people who don't like tourists in their country. _____

- 4 There are three times as many people in Greece in summer than in the rest of the year. _____

(2 points for each correct answer) 8

7 Circle the silent letters in the following words.

Example write

- 1 lamb 5 knee 8 foreign
 2 answer 6 bomber 9 know
 3 half 7 sign 10 receipt
 4 island

(1 point for each correct answer) 10

8 Circle the word which does not rhyme.

Example boot (foot) shoot suit

- 1 steal meal male feel
 2 red read (present) bread bed
 3 now no know known
 4 would good should food
 5 here hair hear ear
 6 son some done home

(1 point for each correct answer) 6

9 Translate these sentences.

- 1 Where were your parents born?

 2 She's got a computer and a fax machine.

 3 She's an editor.

 4 A Are you going home now?
 B No, I'm not.
 A _____
 B _____
 5 A Have you been waiting long?
 B No, we haven't.
 A _____
 B _____

(2 points for each correct answer) 10

TOTAL 100

(source: Maris, 1998, pp. 3-4)

Appendix E : Pretest

Lesson Plan

Contents

1. Level, topic, language, aims, materials
2. Lesson stages
3. Audio transcript
4. Student worksheets
5. Answers

Level: Intermediate and above

Topic: Ambitions and dreams for the future.

Aims: Listening and speaking skills

‘In your Dreams’ and other words for people.

Materials: Audio transcript, worksheets.

Lesson Stages

1. Explaining to students that they are going to listen to an audio presented by Professor David Crystal, an expert on the English language, and that this material is about the way English is changing, such as the word ‘in your dreams’.
2. Handing out students the audio transcript that includes some gaps (task 1).
3. Students listen to the audio several times and fill the gaps.
4. Students do task 2.
5. Students answer task 3.
6. Students discuss the topic suggested (speaking), which is based on the use of the vocabularies presented in the audio and task 2 and 3. The question that is addressed is: What would your dream job be?
7. Some additional questions are raised in order to foster participation.

Students' Worksheets

Audio Transcript

Full name & group

In your dreams !

Professor David Crystal

Task 1

Listen to the audio and fill the gaps

You wanna (1).....TV? 'In your dreams!' That phrase came in (2)..... the 1990s. It meant someone is being unrealistic, very optimistic, very hopeful. Any (3).....in which expectations are (4).....– in your dreams! It mixes two senses of the word 'dream' – what happens when (5)asleep, of course, and the sense of (6).....or (7).....– it's a very general use. And I (8).....it said all over the place in recent months. I've heard it said in a (9)....., when the driver thought the road (10).....was clearing. 'In your dreams!' said the passenger.

And most interesting of all, I (11).....heard the phrase being extended with the pronoun (12).....– (13), 'in your dreams' is the second person, but I've now heard it with a first person and a third person. The other day I heard, 'He's going to try for a part in the movie, in (14).....dreams!' – third person. And then (15).....somebody said to me, 'I hear you're planning a holiday this year'. And I remember (16).....to myself, 'in my dreams'!

Full Audio Transcript

In your dreams !

Professor David Crystal

You wanna (1) get on TV? ‘In your dreams!’ That phrase came in (2) during the 1990s. It meant someone is being unrealistic, very optimistic, very hopeful. Any (3) circumstances in which expectations are (4) raised – in your dreams! It mixes two senses of the word ‘dream’ – what happens when (5) you’re asleep, of course, and the sense of (6) daydream or (7) reverie – it’s a very general use. And (8) I’ve heard it said all over the place in recent months. I’ve heard it said in a (9) traffic jam, when the driver thought the road (10) ahead was clearing. ‘In your dreams!’ said the passenger.

And most interesting of all, I (11) ’ve now heard the phrase being extended with the pronoun (12) changing – (13) you see, ‘in your dreams’ is the second person, but I’ve now heard it with a first person and a third person. The other day I heard, ‘He’s going to try for a part in the movie, in (14) his dreams!’ – third person. And then (15) one day somebody said to me, ‘I hear you’re planning a holiday this year’. And I remember (16) muttering to myself, ‘in my dreams’!

Full name & group

Task 2

Match these words and phrases to their definitions	
a. unrealistic	having a positive view on life.
b. optimistic	a word that is used instead of a noun e.g. he or him.
c. daydream	speaking in a low voice so that people can't hear you.
d. traffic jam	pleasant thoughts that make you forget what you are doing.
e. pronoun	cars in a queue that isn't moving.
f. muttering	unlikely to happen, not very possible.

Task 3

Look at the example sentences of other phrases with 'dream'. Match the phrases to the definitions below.

a. I have a **recurring dream**. It's always the same: a car arrives and a giraffe gets out. The giraffe picks me up and I turn into an aeroplane

b. Selling my script to the Hollywood company was a **dream come true** for me. After all those years without success I'm now moving to Los Angeles.

c. Teaching is my **dream job**. I love working with people and the holidays are long. Fantastic!

d. You want to be a rock star? **Dream on!** You can't even sing!

e. The school play **went like a dream**. Everyone remembered their lines and the audience loved it. Perfect!

f. I can't believe I've just bought a Ferrari car. Honestly, it's **beyond my wildest dreams**. I never thought I would have one. Would you like a lift?

1. something goes very well or successfully without any problems

2. ideal or perfect employment

3. in your dreams!

4. better than anything you ever imagined

- 5. a dream you frequently have when you sleep
- 6. something happens after you have wanted it for a long time

a	b	c	d	e	f

Key Answers

Task 2

- a. **unrealistic**____ unlikely to happen, not very possible.
- b. **optimistic**____ having a positive view on life.
- c. **daydream**____ pleasant thoughts that make you forget what you are doing.
- d. **traffic jam**____ cars in a queue that isn't moving.
- e. **pronoun**_____ a word that is used instead of a noun e.g. he or him.
- f. **muttering**_____ speaking in a low voice so that people can't hear you.

Task 3

- a. **recurring dream** 5. a dream you frequently have when you sleep
- b. **a dream come true** 6. something happens after you have wanted it for a long time.
- c. **dream job** 2. ideal or perfect employment
- d. **Dream on!** 3. in your dreams!
- e. **went like a dream** 1. something goes very well or successfully without any problems
- f. **beyond my wildest dreams** 4. better than anything you ever imagined

(source “Keep your English” , 2005)

Appendix F :Treatment

Shadowing :A Language Learning Method/Technique

1.Definition

Shadowing is the repetition of speech as it is heard in a short period of time. It can be also defined as the imitation of a particular input in a short delay as possible. Shadowing involves copying everything that is said by the speaker.

Lambert and Moser-Mercer (1994) recognize that it “is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, that is, word-for-word repetition, in the same language, of a message presented to a subject through a set of headphones” (p. 321).

The shadower listens to the input and emulates it as soon as it is heard. As a language learning method/ technique, shadowing is attributed to Professor Alexander Arguelles.

2.Materials that Students Can Shadow

The English language learner can shadow various materials related to the target language (English); for instance, s/he can shadow :

- Audio, audio book, podcast
- CD
- Movie
- Video
- Radio or television programmes

3.Procedure for Shadowing (Stages)

- a.** Deciding what input (e.g., a recorded material) to be shadowed.
- b.** Listening to this input several times using headphones or earphones (if they are available).
- c.** A transcript (i.e., written record of words that have been spoken) that is related to this input can be used to focus on meaning, recognize the unfamiliar words, and ease the process of shadowing.
- d.** Shadowing the input multiple times including some pauses if it is necessary and copying aspects such as stress and intonation until reaching the pace of the speaker.

**Proposed and Presented by
RaouiaManseur**

Shadowing

1. Types of Shadowing

Shadowing has several types. Kurata (2007) proposed six types of shadowing, which are : full shadowing, slash shadowing, silent shadowing, part shadowing, part shadowing+ comment, and part shadowing+ question.

1.1 Full Shadowing

Full shadowing involves the complete imitation of the input. It is the repetition of everything that is said by a particular speaker.

1.2 Slash Shadowing

It is the imitation of a particular input including some pauses between phrases and/or sentences.

1.3 Silent Shadowing

Silent shadowing can be also called “mute shadowing” since it involves the silent imitation of what is heard. It is inaudible unlike full shadowing.

1.4 Part Shadowing

This type refers to the imitation of a part of the input. It is the repetition of some words (e.g., the last or stressed words) said by a particular speaker.

1.5 Part Shadowing+ Comment

This is similar to part shadowing but includes the addition of a comment that is relevant to what is said by the speaker. A comment can be an explanation, opinion, or remark.

1.6 Part Shadowing+ Question

This type is closely related to part shadowing; however, it involves the imitation of some of the input providing a question that is relevant to what is heard.

2.Shadowing in the Classroom

2.1 Peer-shadowing

This method requires two students performing the task of shadowing. One of those two students is the speaker and the other is the shadower. Each student can select her/his peer or partner, or simply pairs can be selected by the teacher. Peer-shadowing promotes cooperation and combines different levels in the classroom, which means that good students can perform this task with weak ones.

**Proposed and Presented by
RaouiaManseur**

Appendix G : Progress Test

Progress Test

Full name & group

Please, answer these questions carefully. Fill in the blank or tick (✓)the box when it is required.

1. Have you shadowed any recorded material(s) on this holiday ?

Yes

No

2. What is/are the material(s) that you shadowed ?

.....
.....
.....

3. How many times have you replayed this material in order to fully shadow it ?

1time _ 3 times

3 times _ 5 times

3. 1 If it is more than 5 times, state how many ?

.....
...

4. Have you used some pauses during the shadowing process ?

Yes

No

Thank you very much

Appendix H : Posttest

Lesson Plan

Peeps

Contents

1. Level, topic, language, aims, materials
2. Lesson stages
3. Audio transcript
4. Student worksheets
5. Answers

Level: Intermediate and above

Topic: Friends and friendship.

Aims: Listening and speaking skills

‘Peeps’ and other words for people.

Materials: Audio transcript, worksheets.

Lesson Stages

1. Explaining to students that they are going to listen to an audio presented by Professor David Crystal, an expert on the English language, and that this material is about the way English is changing, such as the word ‘peeps’.
2. Handing out students the audio transcript that includes some gaps.
3. Students listen to the audio several times (task 1), shadow silently, and fill the gaps in this audio transcript. Then, they should shadow loudly.
4. Students do task 2. Then, they should practise peer-shadowing after providing them with the key answer of this task.
5. Students answer task 3. Peer-shadowing the sentences presented in this exercise.
6. Students discuss the topic suggested (speaking), which is based on the use of the vocabularies presented in the audio and task 2 and 3. The question that is addressed is: Who are your close peeps?
7. Some additional questions are raised in order to foster participation.

Students’Worksheets

Audio Transcript

Full name & group

Peeps

Professor David Crystal

Task 1

Listen to the audio and fill the gaps

Peeps. P-E-E-P-S. Short for '(1) ' really, plus an 's' at the end. 'My peeps' means 'my people'. It's not the first time that (2)has been used at the end of a word like that – you hear it with (3)terms like ' (4) ' and ' (5) '. But (6)only in the 1990s, that I heard 'peeps' come in to use for the first time. I first heard it in (7), actually. I think it was in rap and things like that – where 'peeps' meant 'my friends', 'my mates' – especially in the context of a (8), you know, 'my fellow gang members', 'my peeps', 'these are my (9) '.

And then I heard it with (10).....to parents, 'come and meet my peeps' – that was back in the 1980s. Less used now, I (11)- 'peeps' as 'gang members' is more common. And I've heard it in a more general context too – 'how many peeps are coming to the party tonight?' – meaning, you know, 'how many people are coming to the party?' Or, 'Joe's (12)with his peeps' – 'Joe's chilling out with his (13) '. So the general usage is 'close (14) ', 'people you (15)with'. But it's definitely a young usage - I have got peeps, I suppose, but I've never, ever, (16).....to them as

Full Audio Transcript

Peeps

Professor David Crystal

Peeps. P-E-E-P-S. Short for '(1) people' really, plus an 's' at the end. 'My peeps' means 'my people'. It's not the first time that (2) an 's' has been used at the end of a word like that – you hear it with (3) parental terms like (4) 'mums' and (5) 'pops'. But (6) it was only in the 1990s, that I heard 'peeps' come in to use for the first time. I first heard it in (7) songs, actually. I think it was in rap and things like that – where 'peeps' meant 'my friends', 'my mates' – especially in the context of a (8) gang, you know, 'my fellow gang members', 'my peeps', 'these are my (9) guys'.

And then I heard it with (10) reference to parents, 'come and meet my peeps' – that was back in the 1980s. Less used now, I (11) think - 'peeps' as 'gang members' is more common.

And I've heard it in a more general context too – 'how many peeps are coming to the party tonight?' – meaning, you know, 'how many people are coming to the party?' Or, 'Joe's (12) chilling out with his peeps' – 'Joe's chilling out with his (13) mates'. So the general usage is 'close (14) pals', 'people you (15) hang out with'. But it's definitely a young usage - I have got peeps, I suppose, but I've never, ever, (16) referred to them as such.

Full name & group

Task 2

Match these words and phrases to their definitions	
a. parental terms	- an informal word for friends
b. rap	- to relax with someone
c. mates	- an informal word for friends
d. a gang	- words which refer to your mother and father
e. to chill out with someone	- a type of popular music, in which the lyrics are spoken rather than sung.
f. pals	- a group of people who are close friends

Task 3

There are many different types of people in our lives, from friends to strangers.

Match the words below to their definitions.

- a. A _____ is a member of your family e.g. an uncle or an aunt
- b. A _____ is a friend with whom you share an apartment
- c. A _____ is a husband or wife.
- d. A _____ is a brother or sister
- e. A _____ is someone that you really respect and would like to be similar to.
- f. A _____ is a friend that you met, and chat with, on the Internet

- 1. Spouse
- 2. Relative
- 3. Idol
- 4. Sibling
- 5. Cyber-pal
- 6. Flatmate

a	b	c	d	e	f

Key Answers

Task 2

- a. **parental terms** —> words which refer to your mother and father
- b. **rap** —> a type of popular music, in which the lyrics are spoken rather than sung
- c. **mates** —> a group of people who are close friends
- d. **a gang** —> an informal word for friends
- e. **to chill out with someone** —> to relax with someone
- f. **pals** —> an informal word for friends

Task 3

- a. A **(2) relative** is a member of your family e.g. an uncle or an aunt.
- b. A **(6) flatmate** is a friend with whom you share an apartment.
- c. A **(1) spouse** is a husband or wife.
- d. A **(4) sibling** is a brother or sister.
- e. An **(3) idol** is someone that you really respect and would like to be similar to.
- f. A **(5) cyber-pal** is a friend that you met, and chat with, on the Internet.

(source: “Keep your English”, 2007)

Appendix I : Speaking Transcripts : Pretest

Participant 1

It is a secret ...I have one but I cannot ... I don' t want to share.

Participant 2

About my dream job, about to speak about my dream job (A) (V), I just wish to meet a lot of people and present ideas and show them ideas. My work is going to be as my dream (A) to work in a company and... but I had ... I had to be a realistic (V) person because (P) inrealistic(unrealistic) people could not arrive (A) ...and to achieve my dream I have to work hard and to pass through a traffic jam (V) because there is a lot of competitor (G) around me and share me my dream... so, I am not a daydreamer (V) and I like to do my best all time by developing and communicating because I know there is nothing beyond my wildest dream (V). I am optimistic (V) and helpful and ... hopeful sorry I am optimistic and hopeful and full off (of) (P) ambition but not inrealistic (P) person, so I muttered (V) and I had... muttered to myself all time that I have to realize my dream, I am going to achieve my dream, it is not a revery, (V) (P) but a reality, I am going to chase my dream cuz (A) (G) I have been recurring dreams (V) (P) about my aim. Finally, my dream should be one day my dream come true (A).

Participant 3

Since we are foreign language learners or more exactly English learners, we have many opportunities (P) to get different occupations, but me personally my dream job (A) (V) or my ideal (P) job is teaching because simply I believe that I'll a perfect teacher (A) (G).

Participant 4

I prefer not to talk about it ...it is like mysterious (A).

Participant 5

My dream job (V) is teaching... I want to be a teacher in the future (P). I am optimistic (V) about that... and my dream will come true (V) incha Allah.

Participant 6

I think we have a lot of ...things in common me and my classmates, we all want to be teachers by the way. My dream job (V) involves teaching right ! so yeah... the most noble job that I can personally think of ... think of yeah I want to contribute in doing something that really counts in terms of developing my country, taking for example (G) students in the journey programmes and lectures and enlighten them to many things would make me rather chuffed and pleased with myself (researcher : yeah good that's good you want the role of a teacher as a leader you mean) yeah and to help them like for example (A) claim the scale (P) of success that would be great.

Participant 7

When talking about dream or about ... my dream is... to finish my studies (A) in London and.. I would like to be among a (A) (G) group of English native speakers... to live in an environment where all the English is used and about for a better pronunciation of the target or ,the English culture (A) I am ...trying to do my best and working hard in order to achieve my dream and to make it a dream come true (V).

Participant 8

We all want to be teachers, but my dreamdream is not teacher (A) (G), is not even a job I don't know why ... I have a dream you can say that it is day dream (V) or a wish, to me it is my golden lifeaaaIamaaaI am all the time imagining myself as a successful woman not only in one field (P) but to all (A) (G) aaa and I wish my life to aato went like dream (G). My wish is not like other dreams that no one can say to me dream on (V) cuz I am so optimistic to make it true umm... I am and I all...always maturing (mattering) myself (P) (A) that that a dream does not have to be by the value (A) (G) of how much money do I gain but how many people that I have to help or how many people do I ...do I draw smile on their faces. My dream is aaa is to be ...umm to be me to be me to be optimistic (V) and to be happy and to make others happy to help them that's it I told you don't want to be a teacher.

Participant 9

Since infan ...since infancy..., I 've always been inspired and mesmerized by my teacher. From primary school till university, especially university as... if it is a simple job for some people but for me... it has been neither a job(A) and I have that passion to in

light (A) the minds of coming generation and I have to pass all the circumstances ...all the difficulties that face me to fulfil, or to realize that job.

Participant 10

My dream job (V) has been always to become a translator for the president (P) and to be expated (A) to wherever he goes.

Participant 11

The word dream stands for me as (A) motivation (P)... it is the source of motivation for me and my dream job (V) is to be a teacher because I believe that the teacher has a great or an enormous impact on society ...because he can give a bad or a ...good seat for ... society which will be either a bad or a good members (G) or be involved in that society, so as I mentioned before as ...the one who he will be a teacher (A) (G), he will be... he will have a great responsibility towards (P) his or her society.

Participant 12

Anyone of us have (G) a dream job (V) that's why we are studying, searching, and working hard to provide for ourself ... for ourself (A) (G) and future success and good life not only that but also to be proud of yourself of what you have achieved and did (G). In this journey of life, you have ... you have to work hard and try to achieve your aims and purpose (A) and don't wait for other (G) to create for you the opportunities (A) and you have to create the chance (A) by yourself and to represent it in this life... (researcher : what 's your dream job) of course teaching.

Appendix J : Speaking Transcripts: Posttest

Participant 1

I don't think about close peeps (V). I have many friends I can speak freely with anyone of them, especially (P) those who love me, but the word exactly close I... I still now I just ... I didn't meet a close friends (G) what does mean a close friend (A) (G) I don't know what does mean (A) (G) exactly may if ...if ... I comment on what's Hocine said (G) my mother or Asma my mother if we can say that the mother is close friend my mother is more than a close friend. I haven't another one (A) like her maybe I tell her things that didn't happen to me by heart (A) I mean I speak more...she know me more than I know myself yeah I share every everything (P) in the ideas with her (A), but other people I have friends ...a lot of friends classmates, roommates. I...

In the trips, I find many ...a lot of friends anywhere, but close friends didn't ...when I... thought I have (G) close friends after a while I realized that he is not a close friend, he is like others I love him I respect him. I betrayed (P) some of them they betrayed (P) me also... but I...didn't think that ...that a big deal (G) we learn from things like Hocine said that's the main the main idea of friends you cannot ...like Maiada said it's a long journey to find a close friends (G), we know that all the scientists or theoristists (A) (P) that there is no close close friends (G), we know Chafaithey have (G) fifteen lines about the close friends, you cannot find a close friends in deep of this word in the medium of this word (A) close friends, but what I want to say is that I have a lot of friends I love my friends and they most of them , they love me also... I haven't any problem with them , but the word close may be (A).

Participant 2

For me, to speak about friends or peeps (V)starting about your parents your parental I mean relationship (A) your mum (V) and pop (V) and or your relative you can find among them peeps (A), among friends that you can make them as close friends (A), but I just want to speak a little bit about my journey with finding a friend I just ... because my father has a special work, so all time we were supposed to move from one house to another house (A), so I have friends in middle school... friends in primary school. It is really amazing to have friends like this (G), and this year... those year I found a real friend is Meriem unfortunately it is not here to speak about her (G) (A) because she is a real

friend she know (G) if you are tired, sad (P), if you ... she predict (G) you with just alert(A) she is really amazing... turning to what I write about using a specific word... my peeps or my friends are the people who I hang out with (V) of course and they are my classmate (G) like Amel and friend because also (A) we are together and they are the people who they know... we share something... something in character something in... yes attitudes ...and family also you feel like they are your peeps your relatives (V) not your friends you can tell them your secrets that's all and I do not want to rap (V) or say rap, but few words (on a paper: true friends are like diamond expensive rare, close friends are like ultimate floor live where found everywhere).

Participant 3

My close peeps (V) are those who I can get out (A) and...those who respect me because my aa intimate condition is respect. Iam not so demanding, all I want is respect aaa in fact, I don't have many close friends because Iam so somehow conservative (P) because I have never shared a secret with anyone. I do have a cyber -pal (V), they are somehow better than the people that I know in my real (P) life umm, but I have the best friend that I would never ever had. A friend... and Iam sure that everyone will strongly agree with me. She palys many roles and she is my mum(V).

Participant 4

There is (G) two topics that I don't like to talk about friends and family. It is like something I can't share... Iam a private person that's it.

Participant 5

I have... I had many friends ...my first since I remember (A) (G) since I was four years old I had two best friends, we grow up together in neighbourhood and we went to school together and then we came into high school (G) aa into university (G) I met other people they are like my best friend (A) now I have never imagine (G) to be imagined her to be my friend (A), but we are the closest friends ever and I had my flatmates (V) they are my best friends as well but I ... I forget to say that Iam proud to have so many ... best friends and close friends not just one... I told my friends things that I don't tell my family because I don't have my ...my relatives are not the same age as mine (A).

Participant 6

I'd like to start with the real world's friends because we have the virtual world which is the Internet like other cyber (V) friends and then real friends as you said close peeps (V) in the real world, so I do have two friends, mainly who are very very close. Number one is my twin. The second is Mr. Bacher and this is ... I am really honoured and pleased to be one of ... yeah Anyway, it's actually three of those three years may those years (A)..that I lived I have found out... maybe I have discovered that it's not easy to make close friends or close peeps really yeah... because you're going to share good moments with them ...bad moments and I strongly believe that friends in need are friends indeed. This is true and... concerning the virtual the virtual world I aaa I don't actually believe in cyber friends I just ... I just do it just for pleasure (A); for example, to talk to a stranger not a stranger but to a foreigner (P) just for a ...let's say just for benefits this is it ...friends with benefits. For example, to improve my English I want to talk with aaa let's say English people (researcher: you mean for pragmatic reasons) that's it I am being pragmatic in cyber ...this is it.

Participant 7

My close peeps (V) are my pals (V) my gang members (V) whom I with... whom with I chilling (P) out with (V) (G) hanging out with (V) (G) whom I feel comfortable ...aa the one that helps (G) me and share me the moments of happiness and sadness together.

Participant 8

First, if we open the subject about friends. I am the one that everyone should add because I have over than twenty or thirty or fifty hundred thousand billion million trillion friends (laughing) I have a roommates (G) friends five I have I have... close friends for sixteen years four (A) yeah I have I don't have a cyber-pal (V) because I don't have Facebook or something like that I don't have this (so you don't believe in the virtual world like what hocine said) no no it's not that I don't believe... I don't have Facebook may be if I have a Facebook I'll have friends actually I am so friendly I am so sensitive (P) (laugh) yeah and if you want to count my brothers as friends because they are close friends because there is no secrets (G) between us I have ten friends ten brothers... my soul mate I met her when we were in high school, so we have six years together (A) aaa yeah my gang (V) my gang they are so bad I met them in the university (G) three years ago

(researcher: the one that you call my dogs) yeah you got it and we still friends ...we are actually a gang Hocine knows that all of the ...yeah...yeah I don't know I am so afraid to lose because because... when I say I have friends actually I have friends than when I turn to... to when I turns (G) to hadith that I have heard is that when the prophet...aa may bless (A) be upon him asks his friends or followers (P) what is the most long (G) (A) journey ? so they answered him the journey to Macca the journey to I don't know to Cham to and he was answering no no and then they ask him... they ask him what is the long (G) journey? He answered the journey of finding a friend, but to me I do not feel aa that's long because I have a lot of friends.

Participant 9

My close peeps (V) I dare to name them as my fellow gang members (V) aaa they are my flatmates and...my relative (V) also as in the case of Amira and...they are people that I chill with...chill out with (V), hang out with (V)...be myself ...relax (V) ,express everything simply and informally aa ...we share a lot of times we spend four seasons of mood in one day. So, how lucky I am to have them.

Participant 10

Actually, I have so many friends and my close peeps (V) can be numbered from ten to fifteen. Most of them are my classmates, flatmates (V) or from neighbourhood, and they are all my peers I don't have too young or too old friends, and about my intimate friends I am sure about one person who is here and you can say that I consider most of my close friends as intimate friends I ... I mean anyone of them can...you can have me speaking my secrets in ten minutes. I consider my close friends most of them as intimate friends and of course there is someone who is top (A)... and (researcher: so, there are in the academic context, what about the familial). I don't have any relative (V) (P) in my close peeps. I don't share anything with parents, I...I ask for permission only.

Participant 11

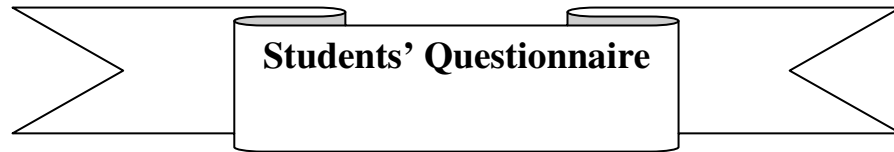
Actually I... I am not... a person and lately I became so selective concerning friends and sincerely (P) I umm there are people who who umm purposely and intentionally I cannot make friendship with like my flatmates (V), cyber-pal (V) some of them and... but if I had

my flatmate I would have to keep our relationships superficial because I don't like when I make friendship with them, they will exceed some limits (A) and that what I don't like, so I prefer to keep it superficial in order not to conflict and raise problems between us... anyway over all, I have close friends, but from the experience that I had I realized that the close peeps (V) that I could have is (G) my siblings (V).

Participant 12

Personally, I don't believe in friends, as a whole subject (P), my classmate, my close friends... I am frank yes I am frank. If I want to speak about my close peeps (V) or my close friends I would say my closest peeps is (G) very elegant and pretty woman that I really love her. She is my mother and she all the time advise me (A) (G) if I done (G) mistake or something not good. All the time said (G) to me everything that I should I do (G) how can say what should I do (G) (A) and ... Concerning the friends, I can say that my close friend is also... I have an aunt... an aunt she is not my friend she is...she is my sister even if I don't have a sister she replace (G) (P) that feeling and she is really love (G) me and ...I tell her all my secrets, my pain, my happiness. If something happens to me I will directly tell her, I will record everything happens to me during my day at morning from the morning (A) till... the night (G) that's all this my close friends (G) my mother and my aunt... my only one.

Appendix K : Questionnaire : The Pilot Stage



Dear student,

This questionnaire aims at eliciting data about the contribution that shadowing may have in fostering and improving the speaking skill of EFL learners. The answers that you provide may assist the process of teaching and/or learning speaking in EFL classrooms, as well as they support the validity of our research for the Master Degree requirement.

We would be thankful if you could answer the questions proposed in this questionnaire. Please, do indicate or specify your answer when it is required. Therefore, we assure the confidentiality of your personal information. Thanks in advance.

Full name and group

Section 1 : Background Information

1. Please, indicate your gender : *(circle the letter of your choice)*

a. Female

b. Male

2. Please, specify your age :

a. 20_ 22

b. 23_ 25

3. In your view, your level in the English language is : *(circle only one)*

a. Beginner (A1)

b. Pre-intermediate (A2)

c. Intermediate (B1)

d. Upper-intermediate (B2)

e. Advanced (C1 & C2)

Section 2 : Perceptions of Speaking
--

4. Which skill do you want to improve the most? (*circle only one*)

a. Listening

b. Speaking

c. Reading

d. Writing

5. The most difficult skill to be developed is speaking. To what extent do you agree or disagree with this statement? (*circle one*)

a. Strongly agree

b. Agree

c. Neutral (neither agree nor disagree)

d. Disagree

e. Strongly disagree

6. In your opinion, mastering the speaking skill means: (*circle the letter of your choice(s)*)

a. Speaking with fluency

b. Speaking with accuracy

7. How do you feel about your level in speaking ? (*circle one*)

a. Very good

b. Good

c. Medium

d. Bad

e. Very bad

8. What is/are the problem(s) that you encounter in speaking ?(*circle the letter of your choice (s)*)

- a. Reticence
- b. Shyness
- c. Lack of confidence
- d. Lack of vocabulary

8. 1 If there are other problems, state them, please. (*fill in the blank*)

.....
.....
.....

9. How often do you speak in the classroom ? (*circle one*)

- a. Always
- b. Rarely
- c. Sometimes
- d. Never

10. Does your teacher encourage you to speak? (*circle one*)

- a. Yes
- b. No

11. Do you practise speaking elsewhere regardless of the classroom ?

- a. Yes
- b. No

11. 1 If yes, where ? Specify. (*please, insert your answer in the blank provided*)

.....

Section 3 : Listening and Imitation

During your educational career in the English language:

12. How often do you listen to recorded materials (e.g. audio) related to the English language ? (*circle only one*)

- a. Never
- b. Sometimes
- c. Rarely
- d. Always

13. Have you ever tried to imitate any recorded material as it is heard ? (*circle one*)

- a. Yes, I have.
- b. No, I have not.

14. What is/are the recorded material(s) that you imitated ? (*please, fill in the blank*)

.....

Section 4 : The Process of Shadowing

In fact, imitating a recorded material related to the English language as it is heard is called “Shadowing”.

15. Shadowing should be used in the classroom to improve the speaking skill. To what extent do you agree or disagree with this statement ?(*circle one*)

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

16. How do you find shadowing ? (*circle only one*)

- a.** Enjoyable and useful
- b.** Boring and difficult

17. Shadowing would be useful, if you shadow : (*circle one*)

- a.** Loudly
- b.** Silently

18. Do you think that you can shadow better (*circle one*)

- a.** Without pausing
- b.** Including some pauses

19. What is the most difficult aspect to be shadowed ? (*circle the letter of your choice(s)*)

- a.** Speed of the speaker
- b.** Some vocabularies
- c.** Intonation and tone of voice
- d.** Some grammatical structures

20. Shadowing has enabled you to listen effectively. To what extent do you agree or disagree

with this ? (*circle one*)

- a.** Strongly agree
- b.** Agree
- c.** Neutral (neither agree nor disagree)
- d.** Disagree
- e.** Strongly disagree

21. Shadowing can be helpful in terms of understanding the content of the recorded material. According to you, it is: (*circle one*)

- a.** Very helpful
- b.** Fairly helpful
- c.** Slightly helpful
- d.** Not helpful at all

22. Do you think that shadowing can train your mouth to produce sounds clearly? (*circle one*)

a. Yes

b. No

23. Through shadowing, have you learnt any new vocabulary (ies) ? (*circle one*)

a. Yes

b. No

23. 1 If, yes. Please, state it/them. (*fill in the blank*)

.....

Section 5 :Opinionnaire

24. What do you think about the layout of this questionnaire? (*circle the letter of your choice*)

a. Good

b. Bad

25. Were the instructions understandable?

a. Yes

b. No

26. Have you found the questions confusing?

a. Yes

b. No

26. 1 If yes, which question(s) is/are confusing? (*write the number of the question (s)*)

.....

27. If you wish to change something in this questionnaire, what would it be? (*please, fill in the blank*)

.....

28. Any other comments: *(please, fill in the blank)*

.....
.....

Thanks a lot for your time and effort

Raouia MANSEUR

Appendix L : Questionnaire : The Main Investigation



Dear student,

This questionnaire aims at eliciting data about the contribution that shadowing may have in fostering and improving the speaking skill of EFL learners. The answers that you provide may assist the process of teaching and/or learning speaking in EFL classrooms, as well as they support the validity of our research for the Master Degree requirement.

We would be thankful if you could answer the questions proposed in this questionnaire. Please, do indicate or specify your answer when it is required using a tick (✓) in the corresponding box (es). Thus, we assure the confidentiality of your personal information. Thanks in advance.

Full name / Group.....

Section 1 : Background Information

1. Please, indicate your gender :

a. Female

b. Male

2. Please, specify your age :

a. 20_ 22

b. 23_ 25

3. In your view, your level in the English language is :*(please, tick only one box)*

a. Beginner (A1)

b. Pre-intermediate (A2)

c. Intermediate (B1)

- d. Upper-intermediate (B2)
- e. Advanced (C1 & C2)

Section 2 : Perceptions of Speaking

4. Which skill do you want to improve the most? (*tick only one box*)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

5. The most difficult skill to be developed is speaking. To what extent do you agree or disagree with this statement?

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

6. In your opinion, mastering the speaking skill means:

- a. Speaking with fluency
- b. Speaking with accuracy
- c. Both of them

7. How do you feel about your level in speaking ?

- a. Very good
- b. Good
- c. Medium

d. Bad

e. Very bad

8. What is/are the problem(s) that you encounter in speaking ?(*tick the box (es) of your choice (s)*)

a. Reticence

b. Shyness

c. Lack of confidence

d. Lack of vocabulary

e. Incorrect grammar and pronunciation

8. 1 If there are other problems, state them.

.....

.....

9. How often do you speak in the classroom ?

a. Always

b. Sometimes

c. Rarely

d. Never

10. Does your teacher encourage you to speak?

a. Yes

b. No

c. Does not care

11. Do you practise speaking elsewhere regardless of the classroom ?

a. Yes

b. No

11. 1 If yes, where ? Specify.

.....

Section 3 : Listening and Imitation

During your educational career in the English language:

12. How often do you listen to recorded materials (e.g. audio) related to the English language?

a. Always

b. Sometimes

c. Rarely

d. Never

13. Have you ever tried to imitate any recorded material as it is heard ?

a. Yes, I have.

b. No, I have not.

14. What is/are the recorded material(s) that you imitated ?

.....

Section 4 : The Process of Shadowing

In fact, imitating a recorded material related to the English language as it is heard is called “Shadowing”.

15. Shadowing should be used in the classroom to improve the speaking skill. To what extent do you agree or disagree with this statement ?

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

16. How do you find shadowing ?

- a. Enjoyable and useful
- b. Boring and difficult

17. Shadowing would be useful, if you shadow :

- a. Loudly
- b. Silently

18. Do you think that you can shadow better

- a. Without pausing
- b. Including some pauses

19. What is/ are the most difficult aspect to be shadowed ? (*you may tick more than one box*)

- a. Speed of the speaker
- b. Some vocabularies
- c. Intonation and tone of voice
- d. Some grammatical structures

20. Shadowing has enabled you to listen effectively. To what extent do you agree or disagree

with the latter ?

- a. Strongly agree
- b. Agree
- c. Neutral (neither agree nor disagree)
- d. Disagree
- e. Strongly disagree

21. Shadowing can be helpful in terms of understanding the content of the recorded material. According to you, it is:

- a. Very helpful
- b. Fairly helpful
- c. Slightly helpful
- d. Not helpful at all

22. Do you think that shadowing can train your mouth to produce sounds clearly?

- a. Yes
- b. No

23. Through shadowing, have you learnt any new vocabulary (ies) ?

- a. Yes, I have.
- b. No, I have not.

23. 1 If, yes. Please, state it/them.

.....

24. Does shadowing help you to boost your confidence in speaking?

a. Yes, it does

b. No, it does not

Section 5 :Opinionnaire

25. What do you think about the layout of this questionnaire?

a. Good

b. Bad

26. Were the instructions clear enough for you?

a. Yes

b. No

27. Have you found the questions confusing?

a. Yes

b. No

27. 1 If yes, which question(s) is/are confusing? (*write the number of the question (s)*)

.....

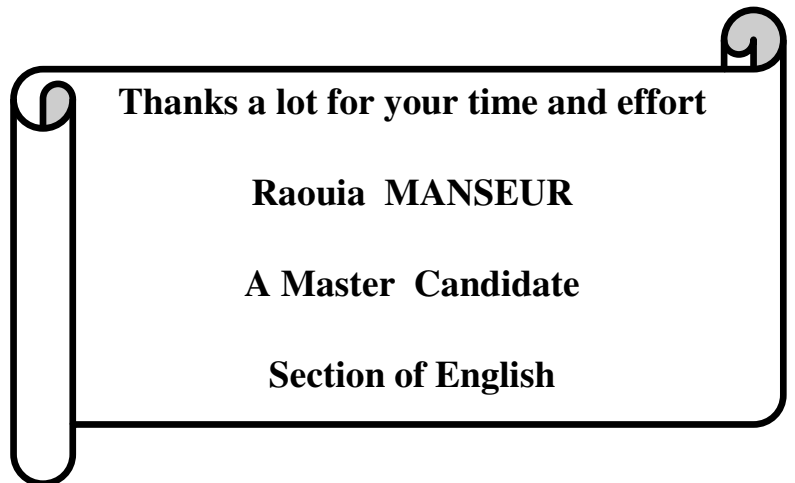
28. If you wish to change something in this questionnaire, what would it be?

.....

29. Any other suggestions or comments:

.....

.....



Thanks a lot for your time and effort

Raouia MANSEUR

A Master Candidate

Section of English

Appendix M : Attendance Sheet

Attendance Sheet

Full name of the student	Group	Signature of the present student					
		Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Aloui Haithem	04	Aloui	Aloui	Aloui	Aloui	Aloui	Aloui
Abbaci Hibet El Moula	03	Abbaci	Abbaci	Abbaci	Abbaci	Abbaci	Abbaci
Abde lbaki Asma	05	Abde	Abde	Abde	Abde	Abde	Abde
Benchabane Sarra	10	Benchabane	Benchabane	Benchabane	Benchabane	Benchabane	Benchabane
Ben yousri Naima	04	Ben	Ben	Ben	Ben	Ben	Ben
Dif Imane	01						
Djebari Houeine	08						
Djebbari Lhoussin	10	Djebbari	Djebbari	Djebbari		Djebbari	Djebbari
El Bass Isam	10						
Ladjel Amira	04	Ladjel	Ladjel	Ladjel	Ladjel	Ladjel	Ladjel
Maatallah Oum essaad	03	Maatallah	Maatallah	Maatallah	Maatallah	Maatallah	Maatallah
Medjenah Abir	02	Medjenah	Medjenah	Medjenah	Medjenah	Medjenah	Medjenah
Moadaa Samah	10						
Rahmani Bacher	03	Rahmani	Rahmani	Rahmani	Rahmani	Rahmani	Rahmani
Seddik Asma	05	Seddik	Seddik	Seddik	Seddik	Seddik	Seddik
Serray Amel	03	Serray	Serray	Serray	Serray	Serray	Serray

Signature

Résumé

Pour maîtriser une langue, il faut tout d'abord la communiquer correctement. La communication ne s'ignore pas, mais elle est parmi les objets principaux. La majorité des gens sont fascinés par ceux qui parlent la langue couramment et précisément. C'est pour ça que la communication a une importance cruciale surtout dans les classes de la langue Anglaise comme langue étrangère. Mais, les étudiants de cette langue leurs provoquent plusieurs difficultés surtout en ce qui concerne l'aptitude à parler. L'hésitation, manque de la richesse de vocabulaire, et d'autres facteurs aussi qui sont les causes déficientes de la communication. Une nouvelle étude propose que la pratique et les répétitions peut promouvoir à parler correctement, elles permettent de supporter la compétence à l'oral des étudiants. Chercheurs, comme le Professeur Alexander Arguelles, ont inventés des méthodes et techniques pour améliorer l'aptitude à parler la langue Anglaise. Parmi les paradigmes utiles dans l'opération d'apprentissage de cette langue c'est l'imitation. Ainsi, cette recherche variée est visée d'investiguer la relation entre la méthode ou technique d'émulation et l'aptitude à parler. A cet égard, il est supposé dans cette recherche que les étudiants peuvent consolider leurs compétences à l'oral, s'ils émulent les matériaux enregistrés. Aussi, ils doivent imiter une donnée enregistrée avec continuité, en ce moment ils deviennent confiant et s'engager dans la performance des activités communicative. Par conséquent, plusieurs aspects liés à l'apprentissage de la langue Anglaise ont été améliorés substantiellement par l'écoute intensive des enregistrés de cette langue suivie par la communication simultanées. A cet objectif, quasi-expérimentation, particulièrement le désigne d'un seul groupe prétest-posttest a été utilisé comme une méthode quantitative. Ce dernier est visé aux 16 participants ont été choisi intentionnellement du Troisième Année de langue Anglaise dans l'Université de Mohamed Khider de Biskra comme une étude de cas. De plus, un questionnaire a été administré à cet échantillon après l'expérimentation. Par-dessus tout, les enregistrements vidéo ont une valeur potentielle dans le recueil et analyse de données. Donc, les résultats de *t*-test deux-échantillon apparié et ceux de questionnaire révèlent que l'imitation peut perfectionner plusieurs aspects de la langue Anglaise, en particulier l'aptitude à parler.

ملخص

إنَّ إجادة لغة ما يتطلب تحَدُّثها باتقان. فالكلام لا يعتبر مسألة متجاهلة بعد الآن و لكن واحدة من أهم المسائل. معظم الناس يفتنون بمن يستطيع تحدُّث اللُّغة بطلاقة و دقَّة. لذلك يعتبر الكلام ذو أهمية شديدة خاصة في أقسام اللُّغة الإنجليزية كلغة أجنبية. لكن طلاب اللُّغة الإنجليزية يواجهون صعوبات عديدة فيما يخص هذه المهارة الإتصالية. فالتردُّد في الكلام، نقص الثروة اللُّغوية ، وجوانب أخرى هم من مسببات العجز في الكلام. دراسة جديدة اقترحت أنَّ التمرن في اللُّغة و التدرُّب لتحديثها يمكِّن من تعزيز المهارة الكلامية لهؤلاء الطلبة. باحثون كالبروفيسور ألكسندر أرغيلز ابتكروا بعض المناهج و الأساليب التي تمكِّن من تحسين مهارات اللُّغة لطلبة اللُّغة الإنجليزية. من بين النماذج الأكثر إفادة ومساعدة لهؤلاء الطلبة في عملية تعلُّم اللُّغة هي المحاكاة. لذلك، يهدف هذا البحث المتنوع إلى استقصاء العلاقة بين منهج أو أسلوب المحاكاة و المهارة الكلامية. لقد افترض في هذا البحث أن طلبة اللُّغة الإنجليزية باستطاعتهم دعم مهاراتهم الكلامية اذا قاموا بتقليد معدَّات مسجلة تخص اللُّغة الإنجليزية. علاوة على ذلك، إذا قام طلاب اللُّغة الإنجليزية بمحاكاة مدخل مسجَّل باستمرار، فإنهم يصبحون أكثر ثقة وانخراطا في تأدية النشاطات الكلامية. من هنا، العديد من الجوانب المتعلقة بتعلُّم اللُّغة الإنجليزية كلغة أجنبية ستتحسَّن بصورة ملحوظة بواسطة الإستماع المكثَّف لمسجلات اللُّغة الإنجليزية المتبوع بالكلام المنزامن. لتحقيق هذا الهدف، تجربة كوازي و تحديدا تصميم مجموعة واحدة تختبر سلفا و عقبا استعمل كمنهج كمي. هذا الأخير، وجَّه ل 16 مشتركا اختبروا عنوة من طلبة السنة الثالثة في اللُّغة الإنجليزية كدراسة حالة لبحثنا هذا. إضافة إلى ذلك، استفتاء ورَّع لهذه العينة بعد التجربة. قبل كل شيء، تسجيلات الفيديو كان لها قيمة معتبرة في جمع البيانات وتحليلها حيث أنها مسجَّل مباشر للمسائل البيداغوجية خلال مراحل التجربة كلها. تبعا لذلك، نتائج الإختبار تي لعينة مزدوجة المتوسط و تلك التي تخصَّ الإستفتاء كشفت أنَّ المحاكاة تساعد طلبة اللُّغة الإنجليزية على شحذ العديد من جوانب لغة الغرض. من بين أكثر المهارات أهمية و التي تمَّ تطويرها هي لغتهم الكلامية.