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The Role of Shadowing technique in Enhancing Iraqi EFL Preparatory Student's Listening Skills

دور تقنية التظليل في تعزيز مهارات الاستماع لدى طلاب اللغة الإنجليزية كلفة أجنبية في المرحلة الإعدادية في العراق

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ABSTRACT

Shadow techniques are essential components of both listening and speaking skills because they help students understand what speaker is saying and interpret what it means, which improves their language skills. The aim of this study is to explore how the shadowing technique affects the listening and speaking skills of Iraqi students who are learning English as a second language. It will focus on recognition, production levels, and skills like pronunciation, grammar, vocabulary, and fluency. It will also look into how these skills are related. An experimental technique was used with two groups: a group that was taught using the shadowing method and a control group that was taught using traditional methods. The group of 60 girls was made up of fifth-graders from Al-Shurooq Public School in Kirkuk. During the 2024–2025 school year, the trial went on for two months. You could learn a lot about a student's skills by giving them a pre-test and a post-test that were both about the same subject. we felt amazed at how much the post-test score had gone up when we saw the good rollover from listening to speaking. It was also found that shadowing works better for listening than for speaking.

Keywords: EFL, listening & speaking skills, shadowing technique.

الخلاصة

تقنيات الظلال هي مكونات أساسية لكل من مهارات الاستماع والتحدث لأنها تساعد الطلاب على فهم ما يقوله المتحدث وتفسير معناه، مما يحسن مهاراتهم اللغوية. يهدف هذه الدراسة إلى استكشاف كيفية تأثير تقنية الظلال على مهارات الاستماع والتحدث لدى الطلاب العراقيين الذين يتعلمون اللغة الإنجليزية كلفة ثانية. ستركز الدراسة على مستويات التعرف والإنتاج، وكذلك مهارات مثل النطق والقواعد والمفردات والطلاقة. كما

ستتظر في كيفية ارتباط هذه المهارات ببعضها البعض. تم استخدام تقنية تجريبية مع مجموعتين: مجموعة تم تعليمها باستخدام طريقة الظلال، ومجموعة ضابطة تم تعليمها باستخدام الأساليب التقليدية. تتكون مجموعة الطلاب من ٦٠ طالبة في الصف الخامس من مدرسة الشروق الثانوية في كركوك. استمر التجربة خلال العام الدراسي ٢٠٢٤-٢٠٢٥ لمدة شهرين. يمكن للمرء أن يتعلم الكثير عن مهارات الطالب من خلال إعطائه اختبارًا قبليًا وآخر بعدي عن نفس الموضوع. لقد شعرنا بالدهشة من مدى ارتفاع درجات الاختبار بعد التدخل عندما شاهدنا التأثير الجيد من الاستماع إلى التحدث. كما تبين أن تقنية الظلال تعمل بشكل أفضل للاستماع مقارنة بالتحدث.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، مهارات التحدث والاستماع، تقنية التظليل

1.1. Statement of the Problem

English is the primary language of communication internationally, and in Iraq, it is taught starting in elementary school and continuing through university levels. The four key areas of: vocabulary, grammar, syntax, and phonology are taught as well as the four basic skills of listening, speaking, reading, and writing (Depdiknas, 2006). Encouraging students to speak confidently and fluently is important for students at every stage of their education (Rabiah, 2018). These skills enable people to interact with others, share ideas, and information in a logical and rational manner (Rahmawati, 2016). Nevertheless, speaking is considered the most difficult skill to master in a foreign language, and the adoption of suitable teaching approaches makes a difference (Larsen Freeman, 2000). Inadequate vocabulary mastery, poor sentence construction, and a lack of willingness to speak are some of the challenges students face in learning the English language. In order to be proficient in English, the learner is required to have a command of the essential skills of the language: speaking and listening (Tarigan 2008; Muliadi & Rosyidi, 2021; Win, 2020). Some techniques aim directly at listening, not speaking for example the use of sound recordings (Puspita Sari & Sintia, 2021). Like the other skills, the process of listening is also essential for language acquisition and requires specific teaching.

1.2 Aims of the Study

- 1- Finding out the role of the shadowing technique in enhancing the listening skill of Iraqi EFL preparatory school students.
- 2- Finding out the effect of using the shadowing technique on the listening skill of the experimental group students at both recognition and production levels in the posttest.
- 3- Finding out the role of the shadowing technique in enhancing the speaking skill of Iraqi EFL preparatory school students.
- 4- Finding out the role of the shadowing technique in enhancing various aspects of speaking skill in Iraqi EFL preparatory school students: pronunciation, grammar, vocabulary, and fluency.
- 5- Finding out which of the dependent variables (listening or speaking skills) has been more influenced by the technique.
- 6- Finding out the correlation between listening and speaking skills of Iraqi EFL preparatory school students in the experimental groups.

1.3 Hypotheses

The aims of the study are supposed to be achieved by verifying the following hypotheses

- 1- There are no statistically significant differences in the mean scores of the experimental group (taught using the shadowing technique) and the control group (taught using the conventional method) in their listening skill at the posttest.
- 2- There are no statistically significant differences in the mean scores of the experimental group (taught using the shadowing technique) and the control group (taught using the conventional method) in their speaking skill at the posttest.
- 3- There are no statistically significant differences in the mean scores of the experimental group in aspects of speaking skill: pronunciation, grammar, vocabulary, and fluency.
- 4- There are no statistically significant differences in the mean scores of the experimental group in listening and speaking skills at the posttests.
- 5- There is no correlation between Iraqi EFL preparatory school students' listening and speaking skills for the experimental group.

1.4 Limits of the study

The present study is limited by the following:

- The school year 2024 -2025.

-Students of the 5th

-AL- Shruooq preparatory school.

- It deals with the teaching

of listening and speaking through the use of shadowing technique.

-textbook content relating to teaching is available in the English for Iraq textbook.

1.5 Explanation of Main Concepts

1.5.1 shadowing technique Shadowing technique refers to learning a language by repeating phrases as one hears them. Lambert and Moser-Mercer (cited in Raouia Manseur, 2015) defines shadowing as a task that requires perfect auditory tracking, which means the individual hears a phrase through a headset and repeats it immediately. It's necessary to achieve correct pronunciation and intonation of the speech in progress, thus the purpose of shadowing is to assist a person when attempting to reproduce speech in real time. Students can enhance their mimicry skills of a given speech pattern, intonation and pronunciation and their speech pattern by utilizing video or audio recordings.

1.5.2 Listening:

Listening is a complicated activity that guides the comprehension of spoken words (Rost 2011). It is also an essential step in communication, as it fosters trust and understanding within the social and organizational context. Nevertheless, it is often neglected or underestimated, (ibid).

1.5.3 Speaking:

Speaking is one of the primary skills in language learning associated with sound production and expression of one's ideas and feelings as Tarigan (1982) puts it. Nunan (1989) defines speaking as an activity which is integral part of studying a foreign language and its accomplishment is evaluated at the dialogue level. Though speaking is one of the basic skills Pakula (2019) states that he considers it as complex to learn and teach because appropriate strategies and techniques have to be utilized for effective speaking. As such, speaking is transmitting information to the listener.

2.0 Theoretical Background technique

2.1 Definition of Shadowing

This method depends on the learner's ability to hear and immediately repeat portions of sound input, which permits them to imitate sounds and linguistic rhythms precisely and effectively. This usually enhances pronunciation and fluency because listening and speaking are performed at the same time. Krashen (1982) argued that this method is consistent with the comprehensible input hypothesis because it claims that learners are more proficient at a language when there is more exposure to texts that they can understand. Tamai (1997) also stated that the technique is useful in improving the comprehension of incoming speech while guaranteeing the correct pronunciation of words. Likewise, Murphey (2001) argues that shadowing enables learners to mimic the sounds instantly, and so it promotes their language response. Kadota (2007) claimed that there is greater reliance on the auditory and verbal skills because of the need to do rapid shadowing of the texts. In contrast, Hamada (2016) presented evidence which suggests that this method enables greater improvement in fluency and pronunciation of the language as a result of verbalizing after listening to the specific relaxed speech. In addition, Lambert (2022) stressed that learners, in the case of this method, show natural fluency when learners are constantly filled with sounds that they have to imitate and repeat. With regards to the application in a classroom context, several shadowing techniques were noted by Tamai (1997), Kadota (2007), and Arguelles (2011) which they said can be modified depending on the proficiency of the learners.

Full shadowing: Students are required to listen to the audio material and try to reproduce it as faithfully as possible immediately after hearing it.

Slash Shadowing: This is where speech is given in pauses which permits learners the necessary time to comprehend the words.

Silent Shadowing: This is where full shadowing is enacted within oneself through sub vocalization.

Partial Shadowing: Learners only repeat the last phrases or the emphasized phrases.

Shadowing with Comments: Students give their own explanations in the process of shadowing.

Partial Shadowing and a Question: Learners add a question within the context of their study or profession.

Mastering the application of the shadowing technique requires knowing what contexts to use it in. These examples show how this strategy can be tailored to fit different skill levels and requirements of students.

- The Shadowing Technique's Mechanism The shadowing technique consists of repeating an audio which has just been heard. A learner imitates the speaker in the tone and intensity they use. This builds the auditory-motor memory and aids the understanding of the language (Arguelles, 2005). It also helps to create an automatized bond between sounds with the corresponding mouth actions, thus aiding a flexible acquisition of the language. (Kawata, 2007).

- 1- Focused Listening: A learner listens to audio materials targeted at rhythm, stress, and intonation, which activates parts of the brain associated to language processing (Kadota, 2007).
- 2- Immediate Repetition. Learners repeat what they hear straight away, which increases the link between listening and speaking (Hamada 2016). This also boosts pronunciation and reinforces the brain's neural circuitry.
- 3- Synchronization with the Speaker: Learners listen to and record their own voices with an objective that they should be able to follow the pace of speech and tone used by the original speaker. This encourages proper phrasing and overall boosts fluency levels (Murphey, 2001).
- 4- Regular Practice: Regular listening to a particular piece of audio content leads to improvement overall retention, higher fluency levels, while also lowering errors and fostering self-confidence (Tamai, 1997).
- 5- Evaluation and Improvement: Learners assess their recorded speech against the original recording, identifying gaps through self-reflection or feedback of the teacher, supporting self-improvement in the spoken language (Lambert, 2022).

2.2. Characteristics of the Shadowing Technique. The shadowing technique is a technique used to develop listening and speaking abilities through the repetition of the heard speech almost simultaneously (Shiki et al., 2010; Vandergrift & Goh, 2012). Observations on the use of the shadowing technique reveal two predominant features.

- 1- Immediate Repetition:** Memory retention and clarity of speech is drastically improved throughout learning and practicing the technique (Kadota, 2007; Vandergrift & Goh, 2012).
- 2- Active Listening:** The technique can help focus the learner's attention on the fine details of pronunciation, thereby improving comprehension level tremendously (Rost, 2011; Field, 2008).
- 3- Improvement of Rhythm and Intonation:** It assists in the improvement of natural speech rhythm and tone, while decreasing the effect of the native accent and enhancing clarity (Celce-Murcia et al., 2010; Walker & Graham, 2021).
- 4- Fluency Development:** It helps with the rapid formulation of utterances, and diminishes the hesitance experienced in speech (Thornbury, 2005; Nation & Newton, 2009).
- 5- Increased Language Exposure:** It offers an endless chance to interact with the language which helps to reinforce vocabulary and grammar structures (Ellis, 2005; Goh & Burns, 2012).
- 6- Improved Language Processing:** It improves the linking of words to their meanings which enhances fluency (Baddeley, 2007; Cutler, 2015).

2.3. The Advantages and Disadvantages of Shadowing Technique

The shadowing technique is a useful technique to develop speaking skills for the various aspects of language, including intonation, pronunciation, and speech fluency (Murphey, 2001). It improves listening comprehension because the student must pay attention to what is being uttered (Kadota, 2007); moreover, it enhances the working memory through the participation of the part of the brain related to language processing (Shiota, 2012). Repetition of language enhances speech perception, working memory, and fluency (Hamada, 2012). Research has found a positive relationship between shadowing and oral fluency since it reduces pauses and enhances speech (Omar & Umehara, 2010).

"Shadow reading" and "conversational shadowing" are methods that aid learners develop a language and enhance understanding (Zakeri, 2014). As of now, no standardized practices have been designed for reaching maximum efficacy, and for that reason teachers have to modify their approaches according to the students' requirements. For improved listening comprehension, materials of different levels of difficulty are suggested (Puspita, Judiasri, & Herniwati, 2016).

Such materials should, ideally, contain no more than two or three unknown words per one hundred words, but the application of such difficult materials might constrain the teacher's use of more challenging methods (Kadota, 2007). The use of either simple or difficult materials scarce ignores the differences among individual learners (Shiota, 2012). More effort is required in order to combine different levels of difficulties in shadowing activities and in formulating appropriate activities to meet the learners' needs (Puspita, Judiasri, & Herniwati, 2016).

2.4. Definition of listening Listening is critical for language acquisition, and it also helps in developing other skills. As Gillert (1987, in Lane, 2010) cites, hearing comprehension and articulating words is a cycle of speech or "speech loop" between the listener and the speaker. McDonough & Shaw (2003) point out that listening comprehension is unique because of the synthesis of the context, the language and the whole brain's activity

together with recognition of prior information and the accompanying situational signs. According to Harmer (2007), he observes that learners' exposure to English enables them to comprehend better how pupils use pitch, intonations, stress, and sounds as English progresses. At the same time, recognizing paralinguistic elements that indicate intonation is crucial in expressing what is intended.

Listening also can be done in two ways – the first one is “bottom-up,” where one starts from the speech and derives meaning out of it, and the second is ‘top-down’ where one begins with the context and the preceding information and comes up with a conclusion (Hedge, 2008). Cook (2008) claims that second language learners must listen to the language if they wish to learn it because listening is understood as a process that provides a person with the opportunity to understand words in the context of speech. Pronunciation should also be taught because as students learn, they need to identify words and their features in order to understand the spoken messages (Lane, 2010). Through the shadowing technique, which motivates learners, listening and pronouncing words can be interwoven and taught together.

2.4.1 Listening Processes Effective listening understanding requires the integration of both top-down processing and bottom-up processing approaches. There has been a shift of focus on research at these two approaches over the years. For instance, top-down processing was the focus of Applied Linguistics in 1986 while bottom-up processing was focused on by System's 2008 issue.

Bottom-Up Processing In this method, meaning is built from the bottom upwards in a hierarchical fashion starting from the most basic level of sounds to words and eventually sentences. It was largely thought to be the main mechanism of listening through a “tape recorder” model (Anderson & Lynch, 1988). Although top down processing is arguably more important, bottom up skills like slicing sounds remain important (Byrnes, 1984; Brown, 1990). Field (2004) conducted an experiment that found out that L2 learners that were presented with phrases that contained strange words like “shirk” instead of “work” relied on either lexical knowledge or phonological strategies to make sense of the message. This illustrates over-relying on one method can be dangerous.

Top-Down Processing With this approach, listening is based on meaning and not the component sounds as attention is paid to the whole rather than parts of it. Prior knowledge and or predetermined information can be used with the formation to hypothesize on what meanings the listener may be trying to form (Anderson & Lynch, 1988).

There are two types of schemas: 1. Content Schemata: These are comprehension aids that are certain topic specific and are common to the familiar subjects.

2. Rhetorical Schemata: To understand the structure of discourse such as lectures, which assists with inferences and predictions.

As stated by Mendelsohn (1994), “top-down processing” includes the utilization of context to undertake predictions to fill in comprehension gaps. It refers to an active form of listening, which entails “listening between the lines,” enabling listeners to grasp meanings that exceed particular words.

2.5 Definition of speaking its Importance

Speaking is the most basic skill that enables students to communicate their thoughts, emotions, and ideas. It's characterized as an intricate process of social interaction that involves verbal and nonverbal actions (Hedge, 2000). Additionally, Nunan (2003) acknowledges the ability to produce meaningful speech as an important aspect of effective communication.

Nonetheless, speaking has always been difficult because of limited vocabulary, grammar poor, pronunciation wrong, and shyness (Amelia & Komariah, 2017). These challenges negatively influence fluency and ease of expression in face-to-face dialogues. As Irawati (2003) notes, speaking involves a dynamic activity of listening and reporting to discuss issues, while Nitasari (2017) highlights the essence of understanding communication. Regular forms of communication rest on a basic skill – speaking - that is arguably one of the toughest to acquire for novice learners, and yet remains the least practiced and prioritized (Brown, 1994). Difficulties in speaking a second or foreign language relate to vowel reductions, idioms and slang, tone and stress, and the need to communicate promptly (Brown, 1994). Talking spontaneously is rarely tried, resulting in learners remaining unproductive for years (Bueno et al., 2006). It is also important for the development of other skills, including writing and vocabulary, and increases chances of employment (Baker & Westrup, 2003).

As one of the major facets of language learning, speaking is often considered the primary goal of learning a new language. Nevertheless, it is one of the most difficult skills to perfect as it remains the least practiced skill. For many learners, the issue of effectively acquiring a new language for communication purposes is often

neglected and remains an untargated focus for learners of different ages and demographics. The lack of attention to its teaching leads to poor proficiency in speaking, which negatively influences everyday communication and inhibits learners from applying their vocabulary freely. Even after prolonged periods of learning, students do not feel confident communicating with others, even in informal settings where they should be communicating without any hindrances.

3.0. Methodology and procedures

The research design acts as a plan for the study while ensuring that incoherence is avoided while collecting, analyzing and interpreting data (Akhtar, 2016). The design specifies the boundary within which data is to be collected and processed so that it meets the objectives of the study as well as methodological requirements and efficiency (Creswell, 2014). In other words, delimits the processes of data collection and data interpretation to the processes of answering the research questions (Boru, 2018). This study adopts descriptive quantitative research design in order to measure the effect of shadowing technique on Iraqi EFL preparatory students' abilities to listen to and speak in English. A quantitative method of approach is in the study in order to obtain numbers that can be computed to determine how effective the shadowing technique is (Aliaga & Gunderson, 2002). The study examines how the experimental group's and control group's performance in speaking and listening differ, assesses important features of speaking such as pronunciation, grammar, vocabulary and fluency, and determines how listening skill is related to speaking skill. This integrated approach allows comprehensive assessment of the effect of the shadowing technique on language learning.

3.1 Population and Sampling

Population denotes a set of individuals or objects, even those who are outside of the examination, Anderson and Arsenault, (1998). Shukla, (2020) describes population as a set of all segments which the conclusions of the research relate. Populations set the perimeter of the investigation which give guidance and situational clues for the audience. These limitations permit researchers to concentrate and refrain from producing overly generalized information Casteel and Bridier (2021). In most cases, information on every person within a given population is not accessible.

The participant population in this research is composed of fifth preparatory students from Kirkuk city during the academic year 2024-2025. Ary, et al (2018) states that sample is a smaller portion of the entire population intended to be analyzed. Sample selection helps in achieving correct outcomes and dependable evaluations (Bhardwaj, 2019). For this research, a sample of 75 students from the fifth preparatory stage was chosen randomly as representant of the real population in order to increase the validity and reliability of the research findings.

Table (3.1)

Class	Groups	No. of Population	No. of Pilot Students	The Sample
A	EG	37	7	30
B	CG	38	8	30
	TOTAL	75	15	60

3.2 Course Materials and Teacher Led Lessons

There are two groups of fifth-grade prep students from Iraq who have been learning English. The text is made up of a student book and an activity book, both of which have eight chapters. Every fourth lesson reviews the three lessons taught previously. The same content is presented in the Student Book and Activity Book. English for Iraq only contains two modules. This study's research experiment was executed in the first semester. For both groups, classes began on November 17, and the end date was January 7. The control group is taught using the classical method, while the experimental group is taught using the shadowing method.

3.3 Evaluation of the Face Validity

Face validity is defined as the degree to which a test seems, at first glance, to be effective in measuring a given construct from the standpoint of examinees, test administrators, educators, and other stakeholders (Harris, 1969). In the same line, Mousavi (2009) states that face validity relies on the nontested judgement of the test takers, the administrative staff in charge of carrying it out, and nontrained by the formal education of psicometry external people. This test was carried out with face validity by submitting it for judgment of a panel of teachers and specialists in linguistics and English teaching. The jurors evaluated the instrument and gave

comments regarding appropriateness and validity. Their views and recommended changes were thoughtfully analyzed and integrated in order to optimize the test's effectiveness.

3.4 Construct Validity

As noted by Hardré et al (2007), construct validity is defined by the extent to which a test measures the theoretical construct it is intended to measure. Construct validity involves verifying statistically if a test has been performed on an individual, and whether the attempt has successfully met the intended construct (Weirs, 2005). Likewise, Drew (2022) considers construct validity as the accuracy with which an assessment tool measures the construct it claims to measure. The construct validity of the posttest was evaluated in order to determine its accuracy in measuring the required skills and competencies. See Table (14) for additional information.

3.5 Reliability of the Post-test

Along with validity, reliability is another major area of concern with a test. A test is considered reliable if its accuracy remains reliable when given under the same conditions to the same group of students (Veram & Beard, 1981, p. 860). "Reliability is the degree to which a student's test scores vary consistently," Alderson explains (1995, pg. 294). Ravitch (2007, 70) elaborates the idea of reliability. For the determination of posttests' reliability, Cronbach's alpha formula was used. The reliability coefficients were acceptable: 0.83 and 0.79 for the listening and speaking posttests respectively.

3.6 Pilot study An exploratory analysis that is not as thorough as the main study is termed as pilot study. Pilot study will test or assess the scope and the specific methods in which a more comprehensive study is meant to be carried out (Arain et al., 2010). The objective of pilot study is to ensure that researchers do not attempt to set out a more comprehensive study without understanding the methods that have to be used and thus prevent critical flaws that would take a lot of time and resources to deal with (Fraser et al., 2018)

The goals of a pilot study usually consist of the following concerns:

A. Making sure that test items do not contain ambiguities.
of the test.

B. Checking the reliability

C. Timing how long test takers take to finish answering the items.

D. Checking test items

for effectiveness in terms of difficulty and discrimination power. A random sample of 15 female preparatory students from Al-Shurooq Secondary School in Kirkuk participated in the pilot study. The test was given on the 2nd and 11 of December in the first semester of the 2024-2025 academic year, and the duration of the test was about 45 minutes.

3.7 Item Analysis The test items must be analyzed to find two features: degree of difficulty and discrimination efficiency. This analysis will be based on the results of the first posttest, as discussed in the forthcoming sections.

3.7.1 Difficulty Level The difficulty level is explained as "a proportion of the students who solved every question of the test correctly," (Rojas, 2000, pg 3). Difficulty level is the perception of how challenging or easy an item is to a defined population of test-takers. It only represents the percentage of respondents who answered the question correctly. Typically, good items have a difficulty level of between 0.15 and 0.85 (Brown, 2010). The range of difficulty for the listening skill posttest items is 0.30 to 0.72, while that of the speaking skill posttest items is 0.32 to 0.58.

3.7.2 Discrimination Power 'TDiscrimination power is defined as 'the computation of the extent to which the result of a particular item corresponds with the whole test' (Alderson, 1995, pg 80). This implies that a test maker will consider an item to possess poor power of discrimination if it is answered correctly by both high ability and low ability students.

Discrimination of an item is when an object makes a difference between good testers and poor testers. An object has good power of discrimination if it captures correct responses from the competent students and incorrect responses from the incompetent students. It is important to mention that higher levels of discrimination will approximate 1.0, while lower levels of discrimination will be equal to 0 at all (Brown, 2010). The posttest item in listening skill is established to have a value between 0.33 and 0.57, whereas the speaking skill posttest items are established to have a value between 0.33 and 0.56.

4.0 Analysis of Data and Discussion of Result

4.1.1 Results Related to the First Hypothesis

The results indicate a statistically

significant difference between the experimental group (69.33) and the control group (53.63) in the listening

posttest, with a calculated t-value of (3.562), exceeding the tabulated value (2.00) at a significance level of (0.05), favouring the experimental group (Table 1, Figure 1).

Table (1) Means, Standard Deviation, and t-Values of the Two Groups in the Listening Posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	69.33	17.10	Calculated	Tabulated	58	0.05
CG.	30	53.63	17.03	3.562	2.00		

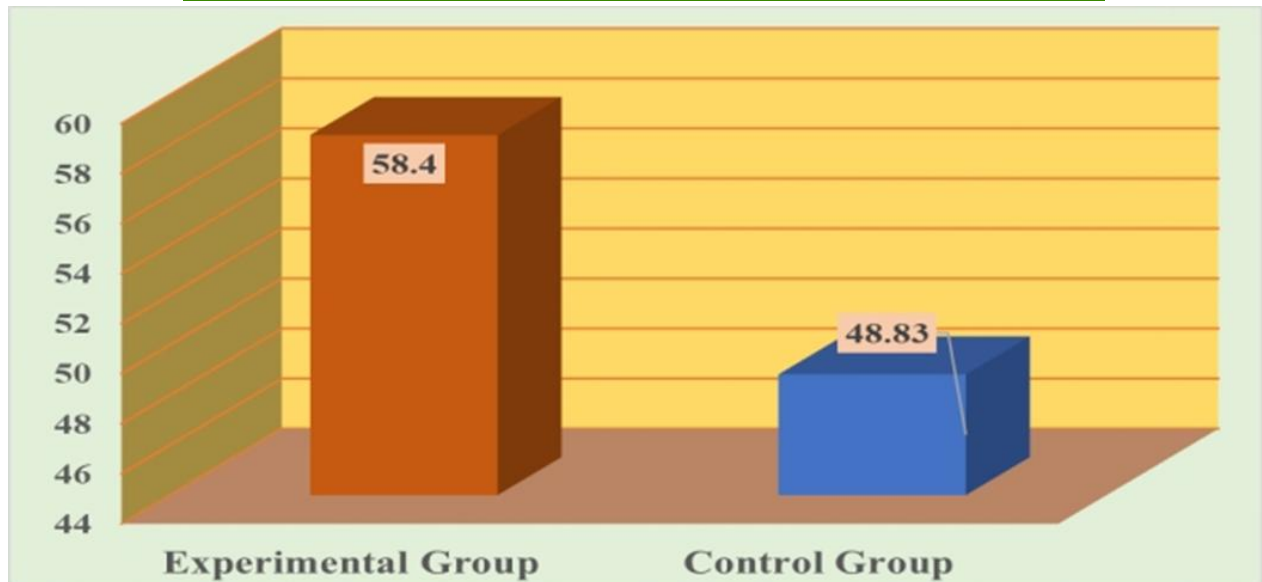


4.1.3 Results Related to the Second Hypothesis

The comparison of speaking posttest scores between the experimental group (58.40) and the control group (48.83) reveals a statistically significant difference, with a calculated t-value (3.667) exceeding the tabulated value (2.00). This confirms the effectiveness of the shadowing technique in improving speaking skills (Table 2, Figure 2).

Table (2) Means, Standard Deviation, and t-Values of the Two Groups in the Speaking Posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	58.40	9.17	Calculated	Tabulated	58	0.05
CG.	30	48.83	10.95	3.667	2.00		



4.1.4 Results Related to the Third Hypothesis

The ANOVA results show no statistically significant differences among the aspects of speaking skills (pronunciation, grammar, vocabulary, and fluency). The calculated F-value (1.559) is lower than the tabulated value (2.68), suggesting that all aspects were equally influenced by the shadowing technique (Table 3a, Table 3b, Figure 3).

Table (3a) One-Way Analysis of Variance (ANOVA) Among the aspects of speaking skill

Variables	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	27.467	3	9.156	1.559	2.68	0.05
Within Groups	681.333	116	5.874			
Total	708.800	119				

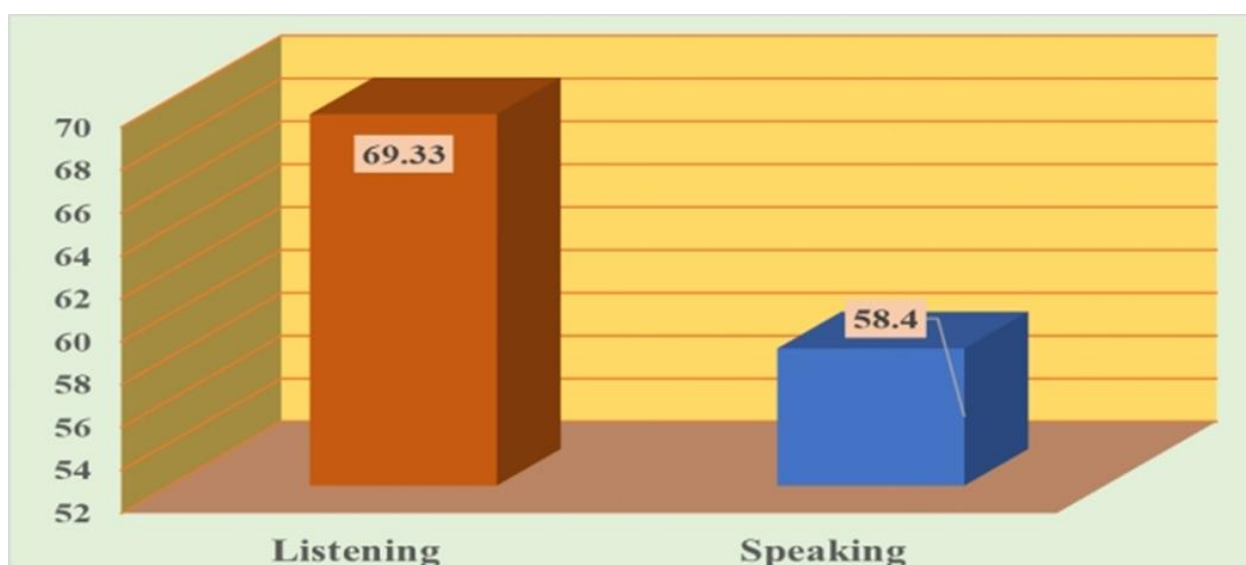
Table (3b) Comparisons of Means (Scheffe^a)

4.1.5 Results Related to the Fourth Hypothesis



A comparison of listening and speaking skills in the experimental group shows that the listening mean score (69.33) was significantly higher than the speaking mean score (58.40). The calculated t-value (4.057) exceeded the tabulated value (2.045), indicating that listening skills improved more than speaking skills (Table 4, Figure 4). **Table (4)** *Students' Mean Scores, Standard Deviation, and T-Value of the Experimental Group in Listening and Speaking Skills at the Posttests*

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
Listening	30	69.33	17.10	Calculated	Tabulated	29	0.05
Speaking	30	58.40	9.17	4.057	2.045		

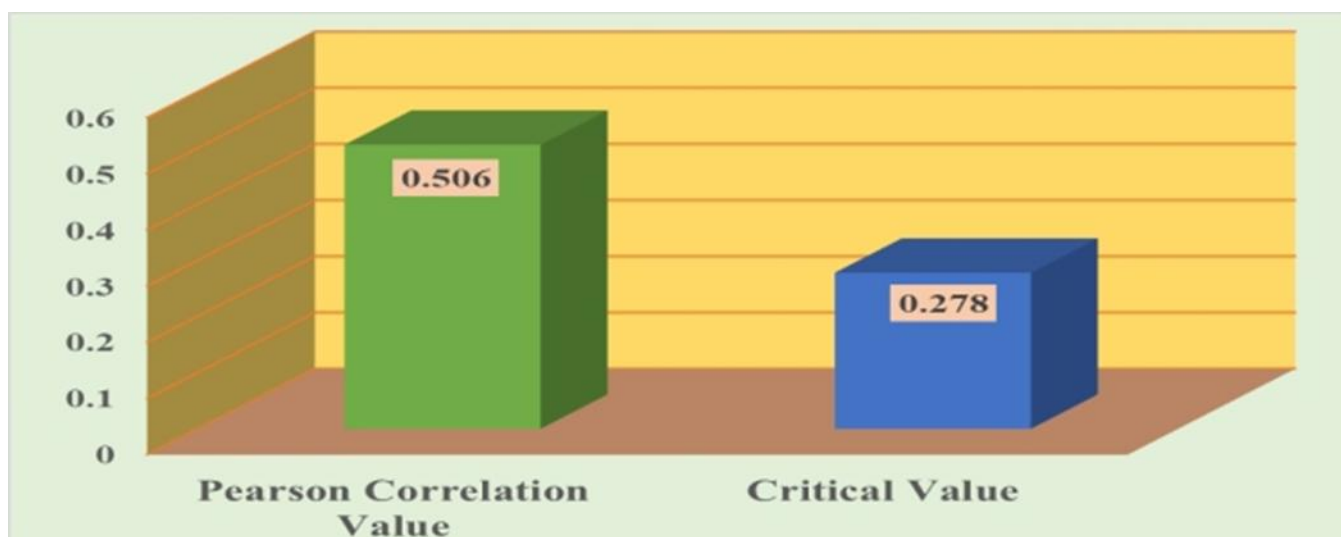


4.1.6 Results Related to the Fifth Hypothesis

The Pearson correlation coefficient (0.506) is higher than the critical value (0.278), indicating a strong positive correlation between listening and speaking skills. This suggests that improving listening skills contributes to better speaking performance (Table 5, Figure 5).

Table (5) *The correlation between students' listening and speaking skills in the experimental groups*

Sample Size	Pearson Correlation Value	Critical Value	Level of Sig. 0.05
60	0.506	0.278	Significant



4.2 Discussion of Results

The results suggest that the listening and speaking skills of the experimental group improved significantly due to the shadowing technique, to a greater extent than the control group, especially in listening. Furthermore, there were no statistically significant differences in any of the speaking skill aspects which suggests the technique has a neutral effect. The strong relationship of the listening and speaking skills indicates that there is a need for integrated instruction for the two skills to be developed together.

5.1 Conclusions

The present study has reached the following conclusions:

- 1- Systematic and methodical integration of shadowing skills can lead to better listening and speaking skills through understanding, pronunciation, and boosting self-confidence.
- 2- Most students are not fluent enough because they do not have the requisite skill level and the teachers do not assist enough.
- 3- Some learners cannot keep up with the rhythm of speech, which indicates there are gaps in the methods taught.
- 4- Consistent practice enhances shadowing abilities and facilitates language processing and understanding.
- 5- This research addresses a gap in literature that provides a methodological and pedagogical contribution in teaching English as a Foreign Language.

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