

Shadow-Reading Strategy Effect on EFL Listening Comprehension Skills and Motivation

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ARTICLE INFORMATION

Received: September 05, 2020

Accepted: October 12, 2020

Volume: 3

Issue: 10

DOI: 10.32996/ijllt.2020.3.10.3

KEYWORDS

EFL, listening comprehension skills, motivation, shadow reading strategy

ABSTRACT

This paper examines the effect of shadow reading strategy on secondary school students' listening comprehension skills and motivation. These participants, who constituted the human subjects for the study, were ninth-year students pursuing other subjects in Arabic and learning English as a Foreign Language (EFL) as well. The research questions asked to accomplish the purpose of the study focused on: (1) Determining listening comprehension skills suitable for the EFL secondary school students; (2) Finding out differences in listening comprehension test regarding the experimental and control group; and (3) Finding out differences in listening motivation scale scores regarding experimental and control group. Three instruments – designed by the researchers – that include: (listening comprehension skills checklist, listening comprehension skills test and listening motivation scale) were used. Results showed that the regular method used to teach listening is not as significant as the shadow reading strategy that developed listening comprehension skills and motivation. Consequently, the experimental group students outperformed their counterparts (the control group) in listening comprehension skills and motivation scores.

1. Introduction

Good readers have a tendency to be good listeners and vice versa. Social studies have revealed that listening comprehension and reading are associated and accompanying skills. Skilled readers comprehend and reclaim phonological information faster (Booth, Perfetti, and MacWhinney, 1999; Booth, Perfetti, MacWhinney, and Hunt, 2000). Listening takes place to accomplish definite aims, whether educational or social; comprehending the main thoughts and conceptions, listening for specifics, and constructing implications (Brown, 2006). Students' capability to interpret the speaker's message determines their listening comprehension skills. Since listening comprehension relies on speakers' fluency, listeners may possibly inquire for retelling. Hence, listening is to identify the reader's tone, accent, sentence structure and vocabularies to comprehend what is said by the reader. Furthermore, listening can help students accomplish educational goals (Armstrong and Rentz, 2002). Although listening skills are demanding and essential activities for all learners, Goh (2008) states that it has not received sufficient attention. Consequently, teachers are recommended to motivate learners to cooperate in order to develop their listening (Goh and Taib, 2006).

Students have various capabilities, potentials, motivation level, as well as various educational techniques. Furthermore, the methodology of learning has changed from teacher-centred to student-centred which implies giving opportunity for students to be involved in the educational process (Goodnough, 2001; Kallenback and Viens, 2002; Haley, 2004; Scapens, 2007). Accordingly, for developing listening skills, students should be motivated to read, listen, react and discuss the topics through peer interaction since educational methods that manage the manner students think and feel are operative techniques for developing students' motivation that in turn improve their academic success (Kok, 2010). Among these techniques is shadow reading. Shadowing allows learners to retell, recite and take part in imitation practice as well, a procedure that is central to

educational process. According to the classical Vygotskian Social Cognitive Theory, imitation is considered central element of improvement process (Vygotsky 1986). Yet, how imitation process can be achieved in linguistic curricula still requires further research.

Shadow-reading is a technique in which students take part in reading, retelling and summarization (Guerrero and Commander, 2013). Murphey (2001) sees shadowing as a phase between being other-controlled and self-controlled, as students repeat the reader's language; they are able to control their output. Shadow reading is different from just listening to the record of a lesson without interacting (Anderson, 2009, Nakanishi and Ueda, 2011). It is a version of interactive imitation (Murphey, 2000, 2001); it is a strategy in which students comprehend the readers' oral language to repeat, summarize, comment and help each other to form a meaning for the repeated text. In this study, shadow reading was employed to find out how it could enhance students' listening comprehension. Additionally, students' enthusiasm and motivation are essential keys for foreign language development. Increasing students' motivation can have a positive impact on developing their listening skills that in turn develop their EFL learning. The insufficiency of listening opportunity inside classrooms has impact on EFL students. Motivation encourages students to make use of listening opportunities (Bernaus and Gardner, 2008 and Noles, 2013). So, this current research aims at examining the role that shadow reading plays in the advancement of listening and motivation of EFL secondary school students.

1.1 The Context of the Problem

Despite the effort of the Egyptian Ministry of Education to present new EFL curricula (which are based on recent methods of curriculum design and teaching strategies), students increasingly face challenges in EFL listening comprehension as they are hardly given sufficient opportunity to listen to English language input activities. Furthermore, most schools do not give the same care for listening as they give to the other English skills of writing, reading, and reading. Mostly, language teachers teach listening in few minutes in a lesson; and this is an indication that listening is a neglected skill. This situation can negatively influence students' listening achievement (Abdel-Latif, 2002; Abu-Essa, 2005; Phuong 2011; Myxter, 2014). Osada (2004) stated that listening skills don't obtain academic attention, since most language teachers perceive them as passive skills that would be developed without any form of academic training. Consequently, most educational institutions focus on teaching reading, vocabulary and grammar, while listening is not of an important concern; and this may lead to listening comprehension difficulties among EFL students (Hamouda, 2013). Moreover, according to Ryan and Deci (2000) and Motlhaka (2012) motivation was believed to be responsible for EFL learning development process; and listening in particular which is not considered a major element for many teachers. In view of the many challenges facing EFL secondary school learners in developing listening comprehension skills and motivation, the aim of the current study is to examine the impact of shadow reading in increasing EFL students listening comprehension skills and motivation.

1.2 The Statement of the Problem

Secondary school students lack the ample training needed for effective listening comprehension and motivation. Therefore, the researchers propose that using shadow reading strategy might develop students' listening comprehension and motivation.

1.3 Research Questions

The study attempts to answer the following research questions:

1. What are the listening comprehension skills suitable for secondary school students?
2. What are the characteristics of the shadow reading strategy that help in developing listening comprehension skills and motivation in EFL students?
3. What is the effect of using shadow reading in developing secondary school students' listening comprehension skills?
4. What is the effect of using shadow reading in developing secondary school students' listening comprehension motivation?

1.4 Significance

The study attempts to achieve the following:

1. Training students on new strategies for developing listening comprehension skills.
2. Directing the attention of researchers, teachers, course designers and curriculum developers to the importance of using shadow reading strategy.
3. Encouraging researchers to expand their research on using shadow reading strategy in the process of EFL teaching.

1.5 Hypotheses

The following hypotheses were developed:

1. There is a statistically significant difference between the mean score of the experimental group and the control group on the post- administration of listening skills test favoring the experimental one.
2. There is a statistically significant difference between the mean score of the experimental group on the pre- and post-administration of listening skills favoring the post administration scores.
3. There is a statistically significant difference between the mean score of experimental group and the control group on the post- administration of listening motivation scale favoring the experimental one.
4. There is a statistically significant difference between the mean score of the experimental group on the pre- and post-administration of listening motivation scale favoring the post administration scores.

1.6 Delimitations

The delimitations include six listening comprehension skills:

1. retaining relevant points through note-taking,
2. identifying the reader's (shadower) feeling,
3. identifying the main ideas,
4. asking questions to clarify the meaning,
5. making correct inferences from what is listened to, and
6. distinguishing between literal and implied.

2. Review of Literature

2.0 Introduction

The degree to which shadowing can develop listening comprehension has been a matter of argument currently. Likewise, comprehension development is of a huge interest for EFL scholars (Buck, 2003; and Kern, 2000). In the process of listening, students use different intellectual processes in order to understand what they listen to. The intellectual processes that students use to give a meaning to the verbal language can be generally called listening comprehension techniques (Coskun, 2010). Shadow listening, the main educational technique used in this research, was adapted from Murphey's (2001) Conversational Shadowing, a strategy that is based on repeating whether mutely or loudly what readers say. Tannen (2007) considers that shadowing is the student's natural desire to retell and imitate. The various sub-heading of the literature are: listening comprehension skills, listening comprehension difficulties, listening comprehension motivation, theoretical basis of shadow reading strategies, and shadow reading strategy for developing listening comprehension and motivation.

2.1 Listening Comprehension Skills

Listening is the prime key of learning at all stages of education. Understanding the primary thoughts, realizing specific details, and forming interpretations are among the aims that listening accomplishes (Brown, 2006). Furthermore, to achieve higher levels of thinking that help them to succeed in school; learners need to develop their listening comprehension skills (Armstrong & Rentz, 2002).

Listening aids students to realize, comprehend, interpret and communicate with their classmates (Rost, 2009). Jafari and Hashim (2015) argue that approximately half of the time should be dedicated to listening inside classrooms as it is the comprehensible tool of learning a foreign language. Listening is a dynamic reception of what is said as students may ask for repetition or retelling. The listeners' capability to comprehend the utterer's accent, intonation, syntax, and expressions define the degree of their listening comprehension (El-Basel, 2008). Vandergrift (2004) and Walker (2014) reveal that the spoken input ought to be processed immediately by students in order for them to be able to access it another time. Listening comprehension development involves students' capability to interpret and respond to the spoken input using a variety of listening strategies and processes. Adrian (1993), as cited in Armstrong and Rentz, (2002) assume that inability to understand the spoken words is the main cause of listening difficulties. Listening comprehension process involves understanding meaning, interpreting syntax and vocabulary, understanding implied meaning, drawing conclusions, understanding pronunciation and intonation (Vandergrift, 1999; Armstrong and Rentz, 2002; Brown, 2006; El-Basel, 2008; Wang, 2011). Rost (2002) defines listening skill as a process of constructing meaning to what is said through involvement, discussion and interaction with the speaker. Therefore, we provide operational definition for listening skills as an active process of distinguishing, recognizing, interpreting, identifying and replying to what is said.

Schemata are other imperative issues in listening. Schemata are constructing meaning to the text through relating new information to the previous knowledge of that topic. The listener succeeds in comprehending the text if the new information

is coordinated with the schemata (Rumelhart, 1980). According to that description of schemata, there are three strategies of processing information: bottom-up, top-down and interactive process. Bottom-up process of information is a strategy stimulated and triggered by bottom-level schema fitting of new information whereas top-down process of information is a strategy in which listeners use their former information to comprehend the text and use various top-down strategies that include explaining, guessing, and drawing conclusion (Tsui & Fullilove, 1998; Abdalhamid, 2012). In Abdalhamid (2012) study that examined university students' use of listening strategies, it was established that the improvement of listening comprehension was due to the practice of a variety of listening strategies that include top-down and bottom-up strategies. This finding indicates that top-down and bottom-up strategies are associated. The listeners' prior knowledge of a text helps them to interpret and guess (Rubin, 1994).

2.2 Listening Comprehension Difficulties

Azmi *et al.* (2014), argue that students' comprehension skills and motivation towards listening are increased if the text is familiar to them. Among the factors that cause listening difficulties are difficult vocabulary and syntax (Graham, 2006). Seferoglu and Uzakgoren (2004) believe that some listening resources cause listening comprehension difficulties. Buck (2001), Hasan (2000), Vandergrift (2007), Bloomfield *et al.* (2010) and Walker (2014) think that difficult grammatical structures, unfamiliar words and themes, stress, accent and intonation, in addition to the text length are among the reasons that create comprehension problems. They assume that lack of interest and motivation cause students' listening comprehension difficulties as well.

Listening to a recorded text without seeing the speakers is not the right technique as it is significant for learners to see the speaker's body language. Hasan (2000) sees ambiguity of verbal language as a main cause of listening difficulties; whereas Ja'fr (2013) thinks that speed of speech, slang language and pronunciation cause difficulties for learners. Golchi (2012) argues that time has a positive impact on learners. So, training and practising by the participants are imperative in developing listening comprehension. King and Behnke (2003) indicate that negative feeling and anxiety reduce comprehension since learners' concentration are directed to the end time of the listening task, not what is said.

A number of researchers (for example: Hasan, 2000; Buck, 2001; Vandergrift, 2004, 2007; Bloomfield *et al.*, 2010; Ja'fr, 2013; Walker, 2014; Azmi *et al.*, 2014; Jafari and Hashim, 2015) argue that students cannot always have words repeated which cause listening comprehension problems. They conclude that using prior knowledge, familiar texts, in addition to motivation, make communication easier. Hamouda (2013) emphasizes that students can overcome their comprehension difficulties if they receive training on how to use listening comprehension strategies. Additionally, Hashwani, (2008) thinks that motivation plays a crucial role in developing learners' skills.

Taking into account all the listening problems that learners encounter, the aim of the present study is to develop students' listening comprehension and motivation using shadow-reading strategy which depends on communication between the student who reads a text and the shadower that repeats what is heard.

2.3 Listening Comprehension Motivation

EFL learners' requirement and desire to learn are crucial factors that increase their motivation towards developing listening comprehension skills. Motlhaka (2012) examines techniques and practices that improve motivation and in turn affect listening comprehension positively, and establishes that autonomy increases learners' motivation. Bahous *et al.* (2011) reveals that practising proper techniques in teaching results in increasing motivation towards developing comprehension skills.

Motivation has been defined as a "combination of effort; desire to achieve the goal of learning the language and favourable attitudes towards learning the language" (Gardner, 1985, p.10). In this study, we give operational definition for listening comprehension motivation as students' desire to practise shadow reading strategy with the purpose of improving their listening comprehension skills.

There are three types of motivation, initial attitudinal motivation, motivation for listening, and general motivation. Intrinsic, integrative, and instrumental motivation have been considered as significant aspects of English language development because students make efforts to develop English language skills (Motlhaka, 2012). It is crucial for students to have motivation and desire to be able to overcome any difficulties they may encounter during learning the language (Kumaravadivelu, 2006).

Another kind of motivation is instrumental motivation, which is the learner's need and readiness to learn (Engin, 2009). Also, integrative motivation is a general interest in language learning. Integrative and instrumental motivations are positively related. Students who have curiosity about learning language undeniably have desire to develop that language (Motlhaka, 2012). Van Lier (1988) defines intrinsic motivation as a feeling of delight that results from participation in language learning activities. Accordingly, motivation might arise from students' interaction that makes them feel delighted and satisfied during practising language learning activities (Motlhaka, 2012). Recently, studies on motivation have moved toward motivational self-system. Taguchi, Magid, and Papi (2009) studied the self-motivational system in EFL course, and the findings proved that attitude toward language impacts language learning positively.

With regard to the results of related studies, it is anticipated that learners with positive attitude towards learning may do their best to develop comprehension skills using shadow reading strategy. The discussion of intrinsic, instrumental and integrative motivation proves that students' interest and curiosity about learning English language help them develop language skills and achieve positive academic goals. Consequently, it is assumed that shadow reading strategy motivates students towards developing their listening skills. This is because shadowing activities are learner-centred and students' interactions during these activities raise their excitement levels.

2.4 The Theoretical Basis of Shadow Reading Strategy

The core of shadow-reading is repetition that improves language learning skills. Murphey (2001) thinks that shadowing is a stage between being other-controlled and self-controlled. When students repeat and retell the speech, they use their own words and expressions and develop the ability to produce and control their output; and when they fail to retell and repeat the precise information, they communicate with the shadower and ask questions which enable them to have control over the shadower. This leads to imitation, which is a meaningful activity inside foreign language classrooms (Brown, 2014). According to de Guerrero and Commander, (2013), shadow-reading strategy is an activity in which students support each other in reading a transcript through interactive retelling, reading, repeating and summarizing. Students not only repeat the same text, but also they exert effort to use their own language and expressions.

Kadota (2007) explains that there are two phases for shadowing: perception phase in which learners recognize sounds and comprehension stage in which learners comprehend meaning through five types of processing: lexical, syntactic, semantic, contextual, and schematic. Unlike first language in EFL learning, the five processing are not automatized; though, comprehension phase can be spontaneous by practising shadow reading (Segalowitz, 2005).

A number of researchers (for example; Saito, Nagasawa, and Ishikawa, 2011; Wiltshier, 2007; Zakeri, 2014) stress the positive influence that shadow reading has on listening comprehension. Tamai (1997) defines shadow reading as an activity in which learners repeat the voiced sentences while they instantaneously listen. Thus, shadow reading strategy is as educational activity in which shadower student is motivated to listen to his/her classmate to recognize, interpret, identify and imitate what is said with the aim of developing listening comprehension. Practising shadow reading makes learners concentrate on features of speech like intonation, rhythm, and stress. Accordingly, shadowing develops listening skills (Kadota, 2007). Hence, Tamai (2005) and Mochizuki (2004) argue that shadow reading develops listening comprehension skills positively.

Shadow reading offers several opportunities for hearing, understanding and producing a text. It provides students with the chance to observe each other's output, make modifications and improvements, and assist each other comprehend and express their own output using their vocabularies. Accordingly, the interactions among students, imitation and retelling included in shadow reading strategy develop students' intellectual skills needed in developing their language skills.

2.5 Shadow Reading Strategy for Developing Listening Comprehension and Motivation

Flowerdew and Miller (2005) categorize listening strategies into three kinds: Cognitive strategies (i.e., the procedures which learners follow to learn the language); socio-affective strategies (i.e., the methods by which learners improve and continue their learning); and meta-cognitive strategies (i.e., the techniques by which learners assess their performance). Practising shadow reading enhances learners' motivation and decreases their anxiety; since the concentration of learners is directed to the verbal speech. Socio-affective strategies are the cooperative practices and activities used by students that increase their understanding and comprehension and decrease their anxiety (Vandergrift, 2003, Wilson, 2003 and Abdalhamid, 2012). Habte-Gabr (2006) acknowledges that in order to develop their listening skills, students ought to be familiar with activities that reduce anxiety, raise motivation, and make them feel self-assured; since listening strategies have positive effect on students as confirmed by Goh and Yusnita (2006); Al-Alwan, Asassfeh, and Al-Shboul (2013). A number of studies (for

example; Mohseny and Raeisi, 2009; Bidabadi and Yamat, 2011) examine the relation between listening strategy used in teaching and EFL learners' performance; and find that listening strategies positively impact listening skills.

With reference to the positive influence of shadow reading strategy on students' listening comprehension skills, Tamai (2005) examines the performance of students using shadowing group and dictation group. The findings of that research show that shadow reading strategy positively affects students' comprehension and performance level. Following the same line, Onaha (2004) finds that shadow reading strategy is effective in developing EFL university students listening comprehension skills. Moreover, Mochizuki (2006) and Suzuki (2007) emphasize the significant effect of shadow reading in developing EFL students' comprehension. Toda and Liu (2007) investigate shadow reading contexts and recommend reading material that can be divided into two parts and conclude that these materials should be read with pauses and appropriate speed in order for students to retell and comprehend them.

Regarding the positive effect of shadow reading strategy on listening motivation, Hamada (2015) acknowledges that shadow reading strategy reduces students' anxiety and increases their motivation. Li-Chi (2009) examines the effect of shadow reading on EFL students and argues that shadow reading positively stimulates students' attitudes, self-confidence. Hence students feel satisfied with the activities of strategy as technique for enhancing their comprehension.

To sum up the literature, it is obvious that various studies prove that shadow reading strategy has a significant impact on promoting bottom-up listening processes. Additionally, students are capable of developing their listening comprehension skills inside shadow reading classrooms. Consequently, there is the need to explore how shadow reading strategy can be implemented with regards to learners' motivation.

3. Methodology

3.1 Participants

The participants for the study were randomly selected from Mansoura Elthanawya Elgdeeda Secondary School. This secondary school is located in Mansoura City, Dakahlia, Egypt. The school is a single-sex (female) school. The students speak Arabic; but they study English as a foreign language (EFL). Their ages ranged between fifteen and sixteen years. As at the time the data was collected (October, 2019), they were in their 9th year of studying EFL. Out of a population of about 100 students, 66 were randomly selected for the study. The 66 participants were segmented into two groups of experimental (N=33) and control (N=33).

3.2 Design

The research design of the study was quasi-experimental. With this design, the experimental and control groups were pre-tested on the listening comprehension skills and received pre-application of listening motivation scale. The experimental group was taught the shadow reading strategy, while the control group received regular teaching. However, both groups received the post application of the listening comprehension test and the listening motivation scale to measure improvement in students' listening comprehension skills and listening motivation.

3.3 Instruments

For accomplishing the targets of the study, the researchers constructed the following instruments:

1. Listening comprehension skills checklist.
2. Listening comprehension skills test.
3. Listening motivation scale.

The validity of the instruments was established through jury validation. Alpha Cronbach was used to measure the amount of internal consistency for the listening comprehension test and the listening motivation scale. The value of alpha coefficient for the test was 0.742, which means that the test is reliable. The value of alpha coefficient of the listening motivation scale was 0.773, which indicates a high value of scale reliability.

3.4 The Treatment: Shadow Reading Strategy for Developing EFL Students Listening Comprehension Skills and Motivation Objectives

Based on previous literature and related studies review, listening comprehension skills checklist, a training programme was constructed to increase students' listening comprehension skills and listening motivation. The programme aims at improving the following skills:

1. Listening comprehension skills.
2. Listening motivation.
3. Lifelong learning (e.g., self-direction, communication and autonomy).

3.5 Description, Duration, Content and Evaluation

The programme was designed based on the shadow reading strategy for the experimental group. The programme consisted of ten sessions. The duration for each session was 45 minutes. The application of the programme lasted for 10 weeks (September, October, November and December); within the first semester of the 2019/2020 Academic Year. Thus, the programme started from 25th September, 2019 to 11th December, 2020. On evaluation, the participants were given comments, suggestions and questions that facilitated the development of imitation. They were also encouraged to write any troubles they encountered.

4. Results and Discussion

T-test was used to compare the differences between the mean scores of students in the listening comprehension test in the experimental and control group as shown in Table 1.

Table 1: Comparing the listening comprehension skills of the control and experimental group on the post test.

Listening comprehension skills	Groups	N	Mean	Std. Deviation	Std. error mean	t-test for the equality of mean		
						t value	df	sig
1-Retaining relevant points through note-taking.	Experimental	33	14.43	.97021	.13143	9.508	64	.001
	Control		10.21	2.76943	.43481			
2-Identifying the reader's (shadower) feeling.	Experimental	33	14.73	1.17520	.18321	8.150	64	.001
	Control		11.40	2.67105	.49057			
3-Identifying the main ideas.	Experimental	33	10.90	1.51094	.21091	9.041	64	.001
	Control		6.78	2.76320	.50324			
4-Asking questions to clarify the meaning.	Experimental	33	10.17	1.10839	.29086	9.023	64	.001
	Control		7.109	2.14302	.40872			
5-Making correct inferences from what is listened to.	Experimental	33	11.58	1.98305	.18704	8.329	64	.001
	Control		7.603	2.60981	.39087			
6-Distinguishing between literal and implied	Experimental	33	12.98	1.49012	.20041	7.152	64	.001
	Control		7.93	2.70438	.29875			
Total	Experimental	33	61.87	4.20589	.70487	9.678	64	.001
	Control		42.76	10.50870	1.8964			

Results from Table 1 show that the mean score of the experimental group post-test is higher than that of the control group. It seems that the shadow reading strategy achieved better than the traditional method of teaching listening. The improvement in students' level in the experimental group could be explained that students examine shadow reading strategy in which they were given limitless opportunities for listening, interpreting, understanding, repeating and retelling what they heard that in turn help them to improve their listening comprehension skills. The features of shadow reading strategy helped students to

enhance their listening comprehension skills. This result corroborates those achieved in the studies of Mochizuki (2006), Toda and Liu (2007), Brown (2014); and de Guerrero and Commander (2013) who argues that imitation and interactive reading in the shadow reading strategy help students to enhance their listening comprehension skills.

Again, t-test was used to compare the differences between the mean scores of the participants in the experimental group in listening comprehension through pre and post-tests as shown in Table 2.

Table 2: Comparing the listening comprehension skills of the experimental group on the pre and post-test.

Listening comprehension skills	Groups	N	Mean	Std. Deviation	Std. error mean	t-test for the equality of mean		
						t value	df	sig
1-Retaining relevant points through note-taking.	Post-test	33	14.43	.97021	.13143	12.850	64	.001
	Pre-test	33	9.89	2.74302	.49430			
2-Identifying the reader's (shadower) feeling.	Post-test	33	14.73	1.17520	.13098	16.387	64	.001
	Pre-test	33	10.73	2.40723	.57432			
3-Identifying the main ideas.	Post-test	33	10.90	1.51094	.21091	17.098	64	.001
	Pre-test	33	7.02	2.60982	.49532			
4-Asking questions to clarify the meaning.	Post-test	33	10.17	1.10839	.29086	13.539	64	.001
	Pre-test	33	6.08	2.20865	.47542			
5-Making correct inferences from what is listened to.	Post-test	33	11.58	1.98305	.18704	14.716	64	.001
	Pre-test	33	8.00	2.95383	.38043			
6-Distinguishing between literal and implied	Post-test	33	12.98	1.49012	.20041	13.105	64	.001
	Pre-test	33	7.21	2.86032	.27390			
Total	Post-test	33	61.87	4.20589	.70487	16.904	64	.001
	Pre-test	33	40.08	9.84982	1.6209			

From Table 2, post-test results of the experimental group show larger gains. Murphey (2001) thinks that repetition, which is the core of shadow-reading, develops comprehension. The results of the current study support this assertion, in that meaningful imitation significantly affects learners' comprehension. That is when students repeat what is heard, they use their own expressions and gain the capability to control their output. According to the findings of this study, it is logical to declare that shadow reading efficiently affects students so that they could take control of their perception. This is an indication that shadow reading helps students to develop their listening comprehension skills. This result is in line with studies of Saito, Nagasawa, and Ishikawa (2011), Wiltshier (2007), and Zakeri (2014) who opine that shadow reading strategy offers students a great number of opportunities for hearing, understanding, making corrections (if necessary), retelling, controlling the output and producing a text. Moreover, Rost (2009) and Jafari and Hashim (2015) argue that listening is a process that involve reception of what is heard and students' ability to comprehend, in order to give meaning to what is heard, which is the heart of shadow reading strategy. In this current study, the students engaged in interactive reading activities that targeted the development of their listening comprehension skills through active reception of what is heard. In Buck (2001), Hasan (2000), Vandergrift (2007), Bloomfield *et al.* (2010), and Walker (2014), fast speech rate, anonymous and inexperienced topics, vocabularies, and accents are among factors that cause listening comprehension problems. Additionally, they see lack of

motivation as a cause of students' listening comprehension difficulties. In this current study, using shadow reading strategy activities give students the opportunities to repeat, imitate, listen carefully, control speech rate, be familiar with a topic and produce a text that in turn helps students to overcome listening comprehension difficulties.

Again, t-test was used to compare the differences between the mean scores of students in the motivation scale in the experimental and control groups. The results are illustrated in Table 3.

Table 3: Comparing the post administration of the motivation scale of the control and experimental group on.

Listening Comprehension Motivation Scale	Groups	Mean	Std. Deviation	t value	Sig.
	Experiment	21.803	1.87032	9.301	0.001
	Control	17.015	2.30861		

Results in Table 3 indicate an improvement in the listening comprehension motivation scale of the experimental group, which could be attributed to students' participation in shadow reading activities that motivate them towards learning. Consequently, students' intrinsic motivation was enriched through the use of shadow reading strategy. Thus, implementation of the shadow reading strategy helps learners develop their motivation to achieve meaningful learning. This result is in line with studies by Li-Chi (2009) and Hamada (2015) who indicate that shadow reading strategy helps students to have goals in learning that direct their efforts and develop their motivation.

The t-test was again used to compare the differences between the mean scores of students in the pre and post-administration of the motivation scale as shown in Table 4.

Table 4: Comparing the pre and post administration of the motivation scale of the experimental group.

Listening Comprehension Motivation Scale	Groups	Mean	Std. Deviation	t value	Sig.
	Post- motivation scale	21.803	1.87032	8.968	0.001
	Pre- motivation scale	16.980	2.58230		

Results in Table 4 show enhancement in the mean score of the experimental group post-test, while the control group did not record any improvements. The rise in students' level in the experimental group could be explained that in the shadow reading strategy, students were responsible for learning activities included in the shadow reading strategy. These activities include retelling and imitation in which students controlled their output and learning. Furthermore, the involvement of students in authentic tasks equipped them with experiences that helped them have a goal and desire to participate in shadow reading activities in order to develop their comprehension. This result is supported by studies of Taguchi, Magid, and Papi (2009) and Motlhaka (2012) that show that engaging students in intrinsically motivated activities which are learner-centred activities motivate students to develop their listening comprehension and learning. In the current study, Shadow reading strategy triggered motivation among learners since its activities are student-centred. From this finding, it is deduced that shadow-reading can be used for developing motivation towards listening and retelling without anxiety or fear.

5. Discussion

As indicated at the onset, the aim of the current study was to examine the relationship between shadowing as a teaching technique and EFL learners' listening comprehension and motivation. The statistical analysis of the results showed that the students in the experimental group managed to obtain significantly higher scores on the listening test than those in the control group. This implies that shadow reading strategy is effective in developing students' listening comprehension skills and motivation. The reason behind the effectiveness of shadow reading could be attributed to the unique characteristics of this technique for teaching listening and motivating students. According to Tannen (2007), students unintentionally practise shadowing as a result of their human drive to imitate. Murphey (2001) also maintains that shadowing is a tool of recursion because it allows for repeating similar language items. The results of this current study are also in line with those of Mochizuki (2006), Suzuki (2007), and de Guerrero and Commander (2013) who confirm that shadow reading strategy enhances students' comprehension. Additionally, Hamada (2015) demonstrated that shadow reading raised students' motivation and decreased their anxiety. Another reason could be related to the proper way of shadowing presented and

modeled by the researchers. The accurate application of such techniques requires teachers who are well trained and also aware of the correct use of the techniques.

6. Conclusion

The study addressed the impact of using the shadow reading strategy on improving listening comprehension and motivation. Findings showed larger gains in listening skills and motivation produced by intrinsic and extrinsic motivation activated by shadow reading strategy activities. The data gathered in this study revealed that shadow reading strategy helped students in enhancing their listening comprehension skills and motivation. In spite the fact that factors such as students' autonomy, and self-confidence might affect the results, the current study and the related studies proved that shadow reading strategy is a way to improve students' listening comprehension skills and motivation. Since the current study examined motivation toward listening, upcoming studies are needed to examine motivation toward shadowing. Likewise, future studies are needed to test the impact of shadow reading strategy on students' reading and speaking skills. Again, further studies are needed to investigate classroom activities with regard to students' motivation and attitudes. Finally, further studies are needed to test shadowing in contrast to other methods that can impact on improving listening comprehension skills.

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