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**Examining the Effectiveness of the Shadowing Technique in Enhancing
EFL Pupils' Pronunciation in Primary Schools: Case of Naimi Fatima
School in Tiaret and Aich Abd-el-Kader School in Dahmouni.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
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Dedication

We would like to dedicate this work to our precious people

Our beloved parents whose continuous support, pure love and
Valuable advice were the main motivation to accomplish this dissertation.

To our cherished sisters and brothers

Our friends, with whom we spent an unforgettable moment of our life,

Namely, Dziri Khalida and Hassani Mohamed

To all the teachers who lent a helping hand in the completion of this work

To ourselves

Kenza & Rym

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Abstract

It is critical for young learners learning English as a second language to grasp pronunciation. Therefore, their capacity to learn and interact effectively might be limited due to the improper pronunciation. Therefore, this study explores how shadowing technique could assist young learners to improve their pronunciation. The study is conducted with Fourth year primary school pupils and teachers at Naimi Fatima in Tiaret and Aich Abd-el-Kader in Dahmouni. A purely qualitative method is selected for the study purpose utilizing interviews (semi-structured for teachers and structured for pupils), and a classroom observation. The results revealed a positive perception of the technique among both teachers than pupils. Teachers emphasizing its use for small size classes and using advanced materials with enough time for practice per session. Thus, shadowing can improve pronunciation if these conditions are met.

Keywords: English as Foreign Language, Pronunciation, Shadowing Technique, Young Learners

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Key to Abbreviations and Acronyms

EFL English as a foreign Language

ESL English as a second Language

CLT Communicative Language Teaching

JSL Japanese as a second Language teaching

IC The Integrated Chip

IPA International Phonetic Alphabet

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General Introduction

Accurate pronunciation development is an essential part of learning a language, especially when studying English as a foreign language (EFL). Shadowing appears to be neglected in EFL education, particularly among younger learners, despite research indicating that it helps improve listening and pronunciation skills. The current research examine how effectively shadowing works to tackle this issue.

Although using various teaching methods, many learners still find it difficult to pronounce words correctly and speak English easily. Therefore, what should be implemented as a strategy to develop learners' speaking abilities and pronunciation in English?

This study investigates the effectiveness of the shadowing technique used by teachers to improve learners in developing their pronunciation. It guides instructors and pupils on how to use shadowing to enhance their speaking skills.

Aim of this research explores the use of shadowing as a tool to enhance pronunciation in young EFL learners. Shadowing offers a dynamic and engaging learning experience, allowing learners to understand pronunciation by imitating spoken language. The study examines the basic concepts of shadowing and its suitability for young learners to acquire English. It also provides an achievable implementation technique for teachers to successfully incorporate shadowing into EFL classes, maximizing its benefits for their students.

Research in the area of teaching pronunciation has shown that students have issues differentiating between English and French sounds. Additionally, it was observed that the shadowing method was successful in teaching students how to speak and listen correctly. However, it is not practiced much.

Research Questions

The presented study attempts to answer the following questions:

- ❖ Are primary teachers aware of the shadowing technique to improve pronunciation?
- ❖ How effective shadowing can be to master pronunciation skill?
- ❖ What are the main steps to effectively implement it in EFL classes?

Hypotheses

To answer the research questions, the following hypothesis are advocated:

❖ The shadowing approach is a valuable tool for improving young learners' pronunciation, although it may not be well known to primary EFL teachers, especially those with less experience (novices).

❖ For young EFL learners, shadowing might be an effective way to improve pronunciation. Learners can gain a deeper comprehension of intonation, rhythm, and sound creation by actively imitating spoken English. This will improve their pronunciation accuracy.

❖ There are a few essential steps that may be considered to effortlessly include shadowing into EFL classes for learners. These steps could include using well selected audio materials and good technology to improve the practice and selecting appropriate materials.

Objectives of Study

This research will aim at showcasing the extent to which primary school teachers are familiar with the shadowing technique. It will help introduce it and explain the main concepts based around it.

It will also demonstrate how it can help pupils develop pronunciation specifically.

It also will demonstrate step by step the different ways a shadowing activity can be implemented in an EFL classroom.

Research Methodology

The present study is conducted to examine the effectiveness of shadowing technique as it shed the light on the impact of pronunciation skill. The collected data for this study was done

with English teachers and fourth year primary pupils at Naimi Fatima in Tiaret and Aich Abd-el-Kader in Dahmouni primary school. Both qualitative and quantitative methods were used in a form of classroom observation and interview. 6 teachers participated in the interview to assess their knowledge concerning shadowing technique. The objective was to figure out the usefulness of the mentioned technique in enhancing learners' pronunciation skills. On the other hand, the classroom observation was administrated to check out if this technique was applied in the classroom.

Structure of the study

This research is divided into two essential chapters each with two sections. The first chapter is devoted to a theoretical account about both the shadowing technique as a concept with all the steps, advantages and challenges it may entail. It also deals with the integration of English in Algerian primary schools and the ways it is taught. Meanwhile, the second chapter which is more of a practical part is divided as well into two sections: a description part of the research process and context as well as an analysis section with more critical discussion and recommendations.

Chapter One: On Shadowing and Teaching Pronunciation

Section One: The Shadowing Concept

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I.1.1. Introduction

Teaching English to speakers of other languages can be difficult, particularly when it comes to pronunciation. This is due to the fact that both language teachers and students may experience misconceptions and communication problems as a result of improper pronunciation (Mai Huong & Thi Tuyet, 2022). In areas where EFL students have struggled, shadowing has been essential to helping Japanese students advance their understanding and skills (Yo Hamada, 2012). A number of researchers have further defined shadowing in various ways to identify and evaluate its efficacy in EFL and ESL contexts.

Therefore, in this chapter we shed light on the concept of shadowing, along with its types, advantages and disadvantages. The primary focus will be the relationship between pronunciation and shadowing besides shadowing in classroom.

I.1.2. Shadowing Definition

Simply, shadowing technique is you repeating after someone else speaking, it can also be called the imitation exercise or echoing exercise. In addition, Shadow means to copy something. In English, this means listening to someone speaking and then trying to imitate the sounds they make. Some people call it the "listen and repeat" method, but it is basically the same thing. You listen to the sounds and then repeat what you hear (Oxford Language Club N.D).

Originally, Tamai (1992) explains that shadowing is known as a training technique for simultaneous interpreters, was imported into Japanese EFL contexts as a teaching technique for listening.

The idea of shadowing dates back to 1953 where Cherry in his experiment on speech recognition, the participants listened to two different passages. To confirm that they were

listening to only one of the passages, they were asked to repeat simultaneously what they attended to, which is shadowing. Later, to learn how to listen and speak simultaneously, shadowing was used as a technique for training simultaneous interpreters. Prior to the advanced stage of translating one language into another, shadowing has been used for beginner translators to practice listening to one language and repeating it simultaneously (Lambert, 1992).

Consequently, shadowing is defined as ‘a paced, auditory tracking task which involves the immediate vocalization of auditory presented stimuli’ (Lambert, 1992. p.266). Imitating a shadow that stalks someone, the shadowing learner repeats what he/she is listening to. Most importantly, learners must simultaneously replicate what they hear without written scripts.

Even though Shadowing is not a novel method of language acquisition, shadowing did not gain traction until the 2020s. At that point, language learners were first exposed to the shadowing technique by linguist and polyglot Professor Alexander Argyles. He has produced a number of videos outlining the definition and operation of shadowing. In order to fully immerse language learners in the melody of the target language, Alexander Arguelles devised the technique of shadowing. By using this method, one can improve pronunciation, concentrate on making the right sounds, and create organic mental links with the language. Speech fluency is increased through shadowing because new vocabulary, grammar rules, and sentence patterns are inadvertently retained (Promova Blog, 2023).

Yoshida suggests that:

Shadowing means finding a short audio or video clip that you like... that is maybe 30 seconds long, one minute long, at most two minutes long, and listen to it. Listen to it a couple of times to get the meaning, and to hear where the speaker pauses, and

what they emphasize ... and what the intonation sounds like – because those are really important things too – not just the sounds. Pronunciation is much more than saying each sound correctly because you can say each sound correctly and still sound really hard to understand...So, find a short clip, listen to it, mark things that you notice, then listen a few more times just to sort of let those sounds become a part of your brain, and then start imitating. And imitate trying to sound exactly like that person. (VOA Learning English, 2023)

Students imitate the speech they hear during shadowing instruction, either right away or over time. Shadowing is especially beneficial for students with low competence levels. Furthermore, shadowing becomes more difficult but still helpful if learners' first and target languages have greater phonological structures (Annchoe, 2022).

I.1.2.1. Shadowing VS Repeating

When it comes to the repetition of sounds, shadowing and repeating are two different language learning techniques. Though, it is nearly impossible to distinguish between them; Hirnatsu (1997) made a distinction between these two skills. He states that repeating requires a “pause” following the speech, whereas shadowing can be practiced with few second time lags. (Susumo, Hirnatsu.2000). In addition, the purpose of repeating is to improve the pronunciation as you can hear what is saying when listening and repeating. While shadowing technique is to practice the so-called (physical aspects of fluency.) It involves the mouth muscles movement, rhythm, intonation, tone and speed (Julian Northbrook, 2017, 1:32).

According to Kadota (2007), shadowing and repeating both of which are basically the practice of repeating sounds, are cognitively different from the psycholinguistic point view. Shadowing is assumed to be the on-line immediate process of repeating speech, whereas

repeating training provides students with silent pauses in which they are supposed to reproduce the sound off-line (Shiki, O., Mori, Y., Kadota, S., & Yoshida, S, 2010).

I.1.2.2. Shadowing and Imitation

Shadowing and imitation are similar in that shadowing is a technique that involves imitating another speaker's speech. While imitation is an all-pervading process by which individuals adapt to one another in social interactions. It's thought to be one of the primary factors underlying human development (Meltzoff et al., 2009). As an illustration, one crucial aspect of language acquisition is vocal imitation; where children have been found to imitate speech patterns as early as 12 weeks after birth (Kuhl and Meltzoff, 1996). Moreover, imitation is on-going process that does not stop when language acquisition is completed because is a repeated behavior in adulthood at number of linguistic levels.

In another word, shadowing and imitation are commonly used to improve language fluency and accent reduction. Furthermore, shadowing task is a research method used to study phonetic imitation and convergence, which can inform us about the nature of language processing and social interaction.

Phonetic imitation is often referred to as phonetic convergence. Is the process through which a talker tends his/her speech more similar to that of the talker whom they communicating. This phenomena is critical for models that assume a strong relation between perception and production processes (Levelt,1989) as well as for model that suppose that each word in the mental lexicon is associated with many auditory sections (Goldinger, 1998) (Dufour, S., & Nguyen, N. 2013).

I.1.3. History of Shadowing

It has been twenty-five years since the learning process witnessed a new effective teaching technique named shadowing. The idea of shadowing dates back to Cherry's study (1953) where he investigated speech recognition. In his research, he exposed the participants to two various passages in which they were required to repeat aloud the attended content of the passage (Gabriela.G, Maria. Jardel, C, 2003).

Initially, shadowing technique was designed to improve the ability to hear and speak (Yajima, 1988). Thus, the first appearance of this technique was in EFL Japanese contexts. Researchers of Japanese as a second Language teaching (JSL) (Iwashita,2012;Jo,2010;Karasawa,2009;Kurata,2007)and English as a forgeingLanguage(EFL)(Hamada,2011a,2012;Kato,2009;Kurmata,Nishada,Isbo,&Shiki,2010 ;Mochizuki,2006) has explored and investigated the mechanism of shadowing and its effectiveness on comprehension listening skills, pronunciation, reproduction rate , bedside the examination of the working memory.

Shadowing technique is considered more effectively with reading comprehension and vocabulary learning (Kadota & Tamai, 2005; Kato, 2009; Kuramoto, et al., 2010; Hamada, 2011a; Matsui, 2011, cited in Kadota, 2012; Mochizuki, 2006). The American professor Alexander Arguelles (1996) is the one who developed this Language Learning Technique. First in Germany (1994, 1996)and later at Handong University in South Korea (Alexander Argüelles, 2009, 5:52)where students are required to listen to narrative recording audios of conversations or readings of the target language. In short, it involves repeating a section of a native-speaker dialogue and echoes simultaneously what you hear in the target language and teaching transcriptions of the dialogue for reference (Berhaili, DJaarfri, 2019).

I.1.4. Types of Shadowing

A number of scholars define the shadowing method in different ways, but in general, it is a task in which an individual repeats phrases as they hear (Marslen Wilson, 1973). Shadowing technique has been used in a variety of fields, particularly in teaching, where it have demonstrated its efficacy, divided into multiple types.

I.1.4.1. Someya's Types of Shadowing

Someya (1996) divides shadowing into three types: Prosody shadowing, content shadowing and silent shadowing. Prosody shadowing can be seen of as a mechanical repetition in which the content is not fully absorbed. Its main objective is to accurately mimic intonation, accent, stress, and even emotions. This enhances pronunciation and encourages active listening. The second type, content shadowing, requires careful consideration of both prosodic elements and content. The third type, known as silent shadowing, is used when the original speech is spoken at a rate of at least 180 words per minute (Hiramatsu, 2000).

However, Hiramatsu (1997) added another type of shadowing to Someya's classification.

I.1.4.2. Hiramatsu Type of Shadowing

At the University of Michigan-Flint, Kazuko Hiramatsu is an associate professor of linguistics and the chair of the institutional review board (Linguistic Society of America, 2019). Her interest is on studying how high-impact activities, such as first-year experiences, signature assignments, and writing across the curriculum, affect students' learning and transformation. She also serves as the University of Michigan-Flint's Institutional Review Board chair. Hiramatsu is a connector who works to bring all of us together to comprehend the process of creating and exchanging meaning through language (McCullough, 2022).

This appears to be the hardest kind of shadowing. The learner needs to listen, repeat, and mentally convert the information. It is harder to do this than it is to do simultaneous interpretation. In summary, speaking and listening serve as the two main stimuli that accompany simultaneous interpretation. On the other hand, conversion shadowing subjects the brain to three different types of stimuli: vocal repetition, silent language conversion, and listening. One way to think of conversion shadowing in the brain is as an auditory image. This type of shadowing is not always familiar to even professional interpreters besides it is hard to practice because of the theory that says adding more stimulus causes the brain and memory system to activate faster (Hiramatsu, 2000).

I.1.4.3. Murphey's Types of Shadowing

Murphey (2001) divided shadowing into three different types: complete shadowing, selective shadowing and interactive shadowing.

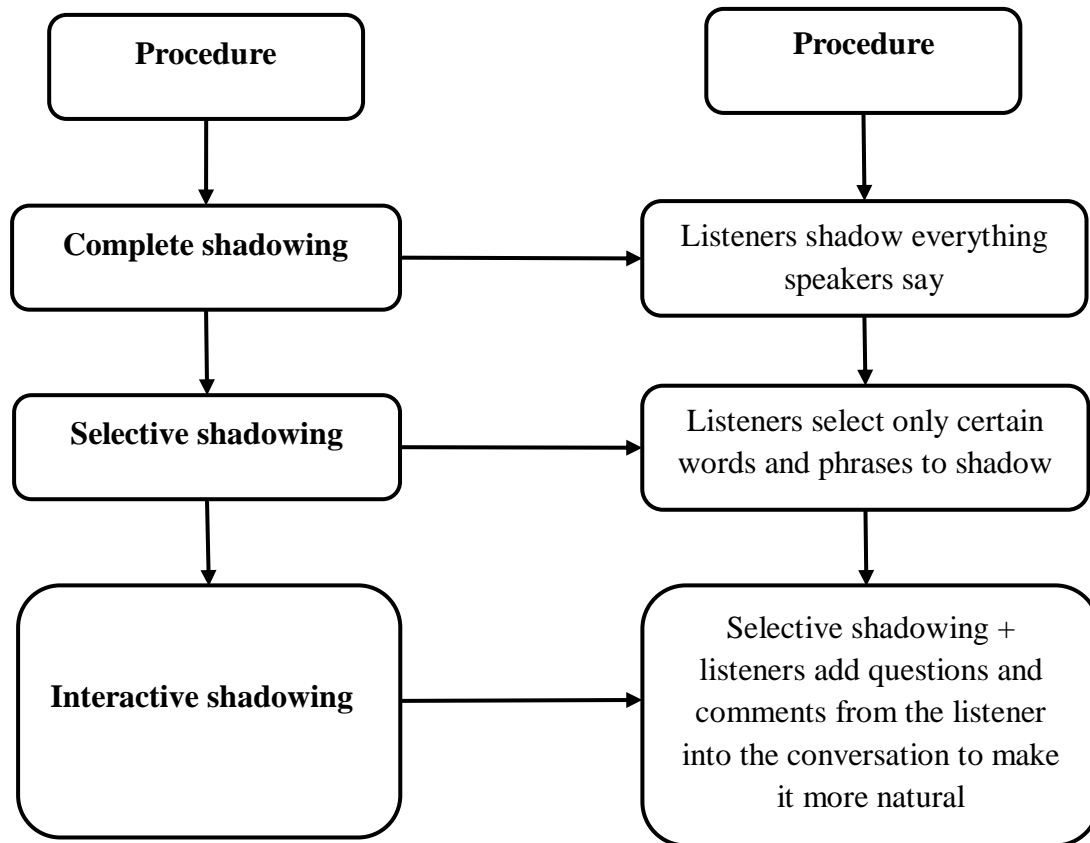
1.4.3.1. Complete Shadowing

“Listeners shadowing everything speakers say,” Murphey (2001).

Complete shadowing means when someone is to accurately repeat everything the speaker say. When students are shadowing, they mimic their teacher's every word, which helps them learn to imitate vocal expressions. While the students are supposed to repeat everything word for word, it is almost exactly like a full shadowing (Berhaili, Djaafri, 2019)

I.1.4.3.2. Selective Shadowing

Repeating specific words or phrases that the listener selects is known as selective shadowing. To choose which keywords to shadow during selective shadowing, students must use both phonetic listening and semantic thinking (Hamada, 2019). In addition, "selective"



Source: By Hamada, 2012, p. 115.

Tim Murphey identified three types of shadowing: complete shadowing, selective shadowing, and interactive shadowing. Complete shadowing involves repeating the entire speaker's words, helping beginners focus on language sounds and rhythm. Selective shadowing involves repeating specific words or phrases, focusing on pronunciation or vocabulary. Interactive shadowing combines selective shadowing with questions and comments, allowing for more interaction and clarification. The most effective shadowing depends on the learner's goals and proficiency level.

I.1.4.4. Hamada Types of Shadowing

Kadota (2007) claims that shadowing enhances the students' speech perception, increases their working memory capacity, and strengthens the rehearsal process

(Pwint Yee Win, 2020). Hamada divided shadowing into different types they are as follow:

a) Standard shadowing: Simultaneously repeat what you hear.

b) Mumbling: Shadow in a quiet voice in another word Listeners shadow by concentrating on the sounds they are hearing inward rather than how they are pronouncing words.

c) Text-presented shadowing: Shadow using scripts.

d) Pre-shadowing: Shadow before learning the contents.

e) Post-shadowing: Shadow after learning the contents.

f) Self-monitoring shadowing: Record and review one's shadowing.

g) Pair-monitoring shadowing: Monitor the pair's shadowing.

h) Prosody shadowing: Shadow attending to prosody.

i) Gesture shadowing: Shadow using gestures.

j) IPA (International Phonetic Alphabet) shadowing: Shadow using phonetic alphabet.

k) Content shadowing: Shadow focusing on the meaning of the content.

l) Conversational shadowing: Shadow in pairs (Hamada, p33).

Despite being a novel approach, shadowing has been used by numerous scholars in a variety of ways that have not yet been covered.

I.1.6. Disadvantages of Shadowing Technique

While shadowing has advantages such as improving language skills and pronunciation. In this concept, Yo Hamada states that native speakers tend to speak fast and use linking verbs to connect the speech which makes the non-native listener difficult to follow what they say. Shadowing helps following fast speech which is one of the problems faced by non-native listeners (Zafarova M.F, 2023). However, this technique has drawbacks includes:

I.1.6.1. Lack of Vocabulary Development

While shadowing alone may not immediately solve vocabulary deficiencies. For instance, if you are excellent in pronunciation but one of your weaknesses is vocabulary. This can be a bit challenging at first because in order to shadow, not only you have to understand what they say, you are supposed to be fully aware of what they use so you can repeat, but if your vocabulary is not enough, then your understanding of what you hear is not enough for you to repeat. It is seen to be more beneficial when paired with other learning activities like reading comprehension and vocabulary acquisition (Krismadani, n.d.).

I.1.6.2. Mechanical Exercise

Shadowing activities are known as being completely mechanical, emphasizing repetition over comprehension or meaningful involvement. According to Ingrid, “shadowing technique is claimed as “too simple” technique because it makes the students only imitating the speaker. They cannot speak as their way. In other words, “shadowing exercises are purely mechanical exercises which, by teaching students to copy words, are adequate to reinforce their natural tendency to stick too closely to the speaker’s words” (Zafarova M.F, 2023).

I.1.6.3. Time Consuming

Apart from all of its amazing benefits, this exercise is one of the most difficult ones to master as it takes a lot of time to get used to listening and speaking at the same time. A lack

of interest and boredom can result from the time-consuming nature of shadowing, according to certain academics and students (Amila, 2023).

I.1.6.4. A Stressful and Difficult Task

Opponents of the shadowing method claim that it is an exhausting task for students or teachers to complete in the classroom. Some of them contend that shadowing is destructive and discouraging task more specifically for slow-achievers and low-level learners. According to Thiéry shadowing is “a pointless and potentially harmful exercise” (cited in Dollerup and Loddegaard, 1992, p. 246).

That is to say, slow learners will experience negative emotions like demotivation and lacking confidence due to the difficulty of performing this task. Namely, Hasta et al. (2011) assert that the shadowing technique “sounds rather difficult, and it is indeed difficult for someone who has never practiced shadowing or someone with relatively low proficiency” (p. 294) as cited in MANSEUR, 2015).

In brief, shadowing should be used as an essential technique, along with other activities such as reading comprehension and vocabulary learning (Kadota, Tamai, and Mochizuki (2012) as cited in Hamada, 2014). For that reason, shadowing proves effectiveness.

I.1.7. Challenges of Shadowing Technique

The challenges of shadowing are connected to its complexity of practice (Devon, n.d) that is to say, using shadowing technique in English as a Foreign Language (EFL) instructions tackle a variety of common difficulties, including:

I.1.7.1. Motivation and Engagement

Keeping students engaged and motivated during shadowing exercises may be challenging because they need to pay close attention to detail and focus intensely in order to replicate the audio input. Motivation is very crucial because it affects people's behavior to pursue and to attain their expectation and motivation functions to encourage someone in doing activity

I.1.7.2. Suitability for Various Learning Styles

Shadowing could be difficult for some students to get used to, and it might not be suitable for all types of learners. During the implementation of shadowing technique the challenges faced were related to the learners' likes mainly. The material used for the implemented sessions was selected taking into account the possible likes of the students and the most current materials in terms of movies, cartoons, and other audio-visual contents. However, some difficulties arose since it was not possible to cover all students' interests with the first material because it was more appealing for girls than for boys; this aspect was affecting the interest and behavior of some children while implementing the technique.

I.1.7.3. Assessment and Feedback

In order to assist students understand their strengths and weaknesses, the shadowing technique's assessment and feedback are extremely crucial. However shadowing is difficult according to Omar and Umehara (2010): "A person must remember speech input and reproduce it in real time" (p.205). The learner needs to be able to hear, comprehend and then say the language almost instantaneously. And since shadowing exercises require careful monitoring of students' speech perception and production abilities, providing helpful assessment and feedback may be challenging (Devon, n.d).

I.1.7.4. Limitation on Sources

Shadowing exercises may be difficult to carry out in some educational settings (Colquhoun, K, 2023). Therefore, effective shadowing requires access to a reliable resource. Additionally, if students do not have access to the right audio resources and tools such as unrelated podcasts or videos this can make it perplexing and frustrating (Metkagram, s. d.)

I.1.8 Shadowing in Classroom

Although shadowing has been an effective method, how can it be implemented in a classroom? According to Yavari and Shafiee (2019), shadowing technique is suitable for regular English as Foreign Language (EFL) classrooms, focusing on developing speaking fluency adding that this technique provide a practical approach, bridging the gap between theoretical knowledge and practical application (Arboleda, Rivadeneira Zambrano, & Dos Santos, 2023). Hamada in one of his articles states that there are five important rules to use shadowing as practice in classroom:

1-The first thing to remember is that shadowing is hard, therefore in order to keep pupils focused and motivated, both the teacher and the students need to understand how it works and why. Pupils eventually grow bored and lose focus during practice, especially in Japan where pupils are used to repeated practice and shadowing is common. This might be a very serious issue in societies where students are not accustomed to repeated practice in the classroom. Pupils must understand the precise purpose of their shadowing exercises.

2- Another thing to take into consideration is that shadowing should only be done extensively and briefly. According to research, two weekly sessions lasting 10 to 15 minutes can produce noticeable improvements after a month (Hamada, 2016). Students find it difficult to stay motivated for the hard and repetitive nature of shadowing, even when they understand

why they are doing it. Students can work on different kinds of practice based on the gained skill after they have proficient phoneme perception.

3- Studies reveal that it is sufficient to repeat a passage five or six times (Shiki, Mori, Kadota, & Yoshida, 2010). If students shadow the same texts five or six times in total, they should switch to a new text; however, repeats do not have to be in order.

4- The listening goal should be as closely aligned with the source as feasible. For instance, the students should use the fastest source audio they can manage if their objective is to match the natural speed of original English. Teachers have occasionally used shadowing as pair work, where students observe one another.

5- Finally, before beginning shadowing, students should be familiar with the target material's content (Hamada, 2014). However, the teacher needs remind them to concentrate on phonological aspects rather than meanings during the shadowing process. They need to be aware of the contents in advance so they may concentrate only on the phonological aspects and not the content itself. It is very hard and difficult to ask them to shadow an unknown story because doing so will generate cognitive overload from many brain processes (Hamada, 2018).

For further tips, teacher has as a task to make shadowing enjoyable, and needs to be motivated to make this approach work and to achieve the learning goal.

I.1.9. Materials to Shadow

The ultimate objective of teaching a language is to help students become competent in the language they are learning. Because of this, language teachers are always able to vary their

teaching materials based on vitality, authenticity, and applicability, especially in the setting of teaching English as a second language.

According to Gerbhard (1996), which was cited by Oura (2001), there are many different kinds of authentic materials. These include printed materials like magazines, posters, and maps; listening materials like radio shows, songs, or podcasts; visual materials like TV shows or movies; and realia, or real-world objects like apples, cars, or even playground items. So what tools do I need to practice the Shadow technique?

- Authentic materials, such as podcasts, videos featuring native speakers, or dialogues from language learning programs

- An audio device (such a Mp3 player, iPod, Mac book, or Android tablet)
- Target language audio recordings, ideally at the learner's level
- A pair of headphones
- The audio transcript so you can confirm what you're hearing (Nugent, 2020).

Furthermore, in order to increase the effectiveness of the shadowing technique, Professor Alexander Arguelles (2009) recommended that:

- An open space or a location where you can move on.
- Keep your posture correct to improve brain oxygen flow.
- Walk or move around while shadowing to improve focus and memory.
- Pronounce words clearly and loudly while repeating them to enhance pronunciation.

In conclusion, the materials employed in shadowing techniques differ according on the context, with these tools and tips; you can successfully improve your speaking abilities and skills by integrating shadowing into your language learning program.

I.1.10. Steps of Using Shadowing Technique

Shadowing is a very successful and useful language learning method when applied correctly. According to Kadota and Tamai (2004) as cited in Sumiyoshi and Svetanant (2017), Hayakawa as cited in Sugiarto (Amila, 2023), there are steps in the application of the shadowing technique as follows:

Table I.1.1.

The Procedure of Shadowing Technique

Step	Procedure
1	Listening and understanding the given audio
2	Viewing the script of the audio and marking the pronunciation aspects while listening
3	Trying to shadow the audio at a low volume while listening
4	Viewing the script of the audio and learning parts are not understood yet
5	Searching for the meanings of difficult words or phrases in the dictionaries
6	Trying to shadow the audio using all aspects of pronunciation as similarly as possible to the audio without bringing student's accent
7	Shadowing smoothly and understanding the contents of the audio well
8	Recording the process of shadowing
9	Listening to the recording and checking the error parts
10	Reviewing the error parts and making improvements

Source: *Tami, S.H and Morganna, R. (2022).*

Additionally, by imitating someone else's speech, you train your articulators to produce sounds more accurately as you can just focus on the sounds of the language, Arguelles (2009) claimed that following these procedures will ensure the success of your shadowing :

1. Select the Audio Source

Listening to audio resource in your target language or videos with native speakers is a great choice for shadowing since you can see the language in use, which makes it easier for you to remember the meanings.

2. Practice in Your Native Language First

Start with a recording of you speaking in English or your mother tongue to ease yourself into this technique. Take two or three minutes and read aloud a text at a little slower pace than usual, following that, try to repeat by playing back the recording.

3. Just Listen and Focus on the Sounds

Use headphones or earphones to listen to the dialogue in your target language a few times without reading the transcript or speaking out loud. Even if you have no idea what the words actually mean, concentrate on the sounds and visualize the words.

4. As you stroll around, pay attention and repeat

Walking or pacing around while repeating and listening to your audio resource is unconventional especially because many of us prefer to sit still while studying but it is a crucial part of language shadowing, by keeping it going, it will become easier and more natural.

5. Listen and Repeat While Reading the English Translation

Shadow while reading the English translation of your book or transcript. Arguelles states that doing so will enable you to understand what you're listening to and saying on a "global" level. You will naturally begin to link meaning with the sounds of the target language.

6. Listen and Repeat While Reading the Target Language Transcript

Arguelles recommends you start this stage in this way you can actively move your eyes between the translation and the text in the target language if the audio plays slowly enough so that you can contrast the individual words and their meanings.

7. Repeat Daily

Language shadowing demands daily work and commitment from the learner. Although language shadowing may seem time-consuming at first, its proponents assert that learning a language is generally much faster with this technique.

Figure I.1.2.

Arguelles' Steps to Shadowing



To successfully shadow this figure involves selecting a listening passage in your target language, such as a podcast or audio book, and practicing in your native language. This step helps you understand the overall meaning before shadowing in the target language. Listening to a short segment of the audio recording in your target language, paying close attention to the sounds, intonation, and rhythm used by the speaker, is essential. Paying attention and repeating what you hear, including pauses, intonations, and pronunciations, is also recommended. Following along with a written transcript of the audio can help ensure correct pronunciation. Daily practice is recommended to solidify learned pronunciations and speaking patterns.

I.1.11.The Link between Shadowing and Pronunciation

Shadowing is a pronunciation technique that has been used widely for many years and has led to much better oral comprehension skills (Sitti & Sindy, 2019). On the other hand, there are several definitions for pronunciation. According to Paulston and Burder (1976), pronunciation is the production of a sound system which does not interfere with communication either from viewpoint of the speakers or the listener. Furthermore, Pronunciation has a number of components, including the sounds (vowels and consonants), the combinations of sounds, linkage of sounds, word stress, rhythm, sentence stress and intonation (Kenworthy, 1987).

Pronunciation includes things like how to open your mouth and where your tongue is positioned (Lewis, 2020). Additionally, Burns and Claire (2003) state that there are three important things students can achieve when they learn pronunciation:

- a) Intelligence when speakers make sound patterns that can be identified as English.
- b) Understanding when listeners can understand the meaning of what is said.
- c) Interpretation when listeners can understand what is being said (Sitti & Sindy, 2019).

Nevertheless, how can pronunciation be related to shadowing? Originally, Shadowing helps students practice and improve their pronunciation. The way shadowing improves pronunciation skills can be explained by a straightforward method. As students replicate the model as closely as they can, they initially focus on paying attention to the specifics of the sounds that are being heard, such as accents, intonation, stress, and phonemes. Next, they imitate them almost instantly and instinctively by flexing their facial muscles. Their speech skills and fluency improve as they repeat this practice (Hamada, 2018). Studies indicate that

ESL advanced learners' pronunciation and fluency do improve with shadowing (Foote & McDonough, 2017).

For this reason, students must distinguish between shadowing for listening and shadowing for pronunciation development in order to apply shadowing for pronunciation improvement. When they shadow for listening, their top priority is to pay attention to the phonological information they hear; yet, when students shadow for pronunciation, they must also pay attention to what they produce, as they must devote their focus to input as well as output. Student also has another option, which is IPA shadowing.

When students participate in IPA shadowing, they receive an IPA transcript prior to shadowing the content. Teachers must teach the correct pronunciation of each IPA either before or at the same time. In this manner, they focus on the audio stimuli as well as the script, thus effortlessly integrating their knowledge of IPA with its phonemic equivalent. Segmental aspects of pronunciation should get better as a result of IPA shadowing, according to theory. When teachers use an IPA transcript, they can provide more accurate feedback. Additionally, using an IC recorder to record and assess their shadowing performance will be beneficial for students' self-regulated learning and teachers' feedback (Hamada, 2018).

1.1.12. Conclusion

In conclusion, this chapter has focused mainly on one of the most effective teaching techniques, which is shadowing. We attempted to cover elements related to this method and presented in details the areas that shadowing was involved in. We have tackled also the most essential concepts related to this technique and trying to clarify them. In addition, it examines how shadowing was applied in a classroom as one the suitable exercises that may enhance EFL learners' pronunciation.

Section 2: EFL in Algerian Primary School

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I.2.1 Introduction

Teaching English as a foreign language (EFL) has become increasingly important in Algerian education. The aim behind this chapter is to deliver an account of the status of English in primary schools which was recently integrated in Algeria. It deals as well with different strategies produced to teach this component to young learners. Whereas, another section is devoted to tackle the various factors that affects the learning pronunciation at a young age.

I.2.2 EFL in Algerian Primary Schools

English is required in Algerian universities, middle and secondary schools, and even in certain institutions related to the military, security, business, and culture. Even though it is not widely used in Algerian society or the country's national life, it is regarded as the second foreign language after French. English is not the native language of the students and is not a historical part of Algerian cultural identity. Moreover, Arabic, the native tongue of the pupils, is not comparable to English. Because of this, outside of the little that is heard, said, read, or written in the classroom, English is rarely used in everyday situations. Compared to Great Britain or any other English-speaking nation, Algeria has a diverse cultural background.

Despite the fact that English is widely used in social media and the media, the sole sources of knowledge on the beliefs and lifestyles of English-speaking peoples are textbooks and teachers (Said Slimani, 2016).

I.2.3. Challenges to English Integration in Algerian Primary Schools

Abd-el-madjid Tebboune, the president of Algeria, declared in July 2022 that English would be included in the curriculum for elementary schools beginning in September 2022. The goal of this initiative is to teach English as a second foreign language, but educators are

skeptical. However, soon after the school year began, Abd-el-hakim Belabed, the national education minister, made the announcement. Only 5,000 of the 60,000 applications received were eventually hired by the leaders of each wilaya's educational directorate, despite requests for qualified applicants being made. Having little to no experience in the classroom, the new teachers were given a few weeks of training. Within weeks, the Ministry of Education published a textbook for third-year elementary school students that include vocabulary from Basic English, an alphabet, and Algerian-specific monologues. Due to a shortage of places and a high volume of applications, the decision to begin teaching English in primary schools has encountered difficulties (Sennagh & Sibachir, 2023).

Numerous elements, including the language condition, the educational system, and the socio-political setting, contribute to the problems of teaching English in Algerian primary schools. The historical and political context of Algerian language policy has shaped the standing of foreign languages, especially French and English. Since English was introduced as a foreign language in primary schools, French's dominance in both the educational system and daily life has been challenged. However, there have been a number of obstacles to this change, such as a lack of preparation of English teachers, the overuse of Arabic in English lectures, the short amount of time allowed for English sessions, crowded classrooms, and the absence of instructional technology (Kebboul Wahiba, 2023).

According to Ennebati & Lenba (2023), Algerians understand the value of English as a worldwide language when it comes to trade, business, commerce, and access to knowledge science and technology. The report highlights the growing interest in private institutions that teach English language and culture across the nation, as well as the expanding public demand for learning the language.

The difficulties that come with teaching English in Algerian elementary schools are numerous and involve barriers that both teachers and pupils must overcome. These difficulties show how hard it is to incorporate English into Algeria's primary education system and how critical it is to resolve these problems in order to improve the standard of English language teaching provided to pupils.

I.2.4. Factors Affecting English Learning

There are multiple factors that affect the English language learning process. These factors include the instructional strategies employed in English classes, the techniques for evaluation that are applied, the person's socioeconomic background, so is their level of effort on their own, and their motivation (Zhu, 2022). Nonetheless, the following are some significant factors that influence the process of learning English:

I.2.4.1. Personality Factors

One of the most important factors in learning a second language's sound system is the learner's personality, Avery and Ehrlich (2008) state that learners who are self-assured and prepared to take chances would probably have more opportunity to practice speaking English with native speakers. On the other hand, students who lack confidence, are shy, and are afraid of failing frequently do not have enough opportunities to develop their language skills.

Teachers should create a welcoming environment in their classes since the personality of the student has a significant influence on language development. It is imperative to avoid pressuring students to take part if they are not prepared or at ease doing so. Learners can progressively gain confidence and take risks at their own speed when a helpful and encouraging environment is provided. No matter each student's unique

personality, teachers may support language development for all students by doing this (Hatite & Belaskri, 2023).

I.2.4.2. Attitude and Motivation Factors

Since attitude affects actions like speaking and reading, it is essential to the process of acquiring a language. It has been demonstrated that student attitudes about learning a language affect success or failure; hence, research on these attitudes is crucial. There is a definite relationship between language acquisition and the contextual factors that adolescents experience during growing up as attitudes have an impact on behavior, mental health, and academic performance. The success of learning a language is strongly influenced by attitudes, both positive and negative, as Chamber (1999) asserts that learning occurs more easily, when the learner has a positive attitude towards the language and learning.

As a result, attitudes should become an essential component of second or foreign language learning pedagogy (Getie, 2020). Additionally, Attitude, a complicated component that depends on the variety of possibilities for language usage outside of the classroom, influences motivation in language learning (C. Gardner, 1985). According to Gardner and Lambert (1978), teachers must motivate students who show little intrinsic interest or who do not volunteer. Language experts Lightbown and Spada contend that if a person is learning a second language solely due to outside pressure, they may not be very motivated internally, and they may even have unfavorable attitudes about learning in general (Getie, 2020).

I.2.4.3. The Native Language Factor

Learning to pronounce English correctly requires knowledge of one's native tongue. Every language has a unique set of sounds, a unique set of rules for assembling these sounds into words, and a unique pattern of stress and intonation. As a result, when someone learns

English as a second language, their mistakes often mirror the phonemes of their original tongue. There are three main ways that the native language's effect can be seen, according to Avery and Ehrlich (2008). First, when a learner's mother tongue's sound system lacks English sounds, problems can occur. Particularly adult learners may find it difficult to pronounce foreign sounds because they lack the muscle coordination needed to produce those sounds. Although allowing students to approximate some sounds using native language skills, Rivers (1968: 114) emphasizes the importance of teachers in teaching students the proper lip postures for these foreign sounds.

The second situation that presents difficulties is when a learner's original language and English have different rules about how sounds are combined. It may be challenging to precisely produce and perceive some sound combinations as a result of these issues.

Finally, learners could have trouble translating intonation and stress patterns from their first language to the second. The way that learners approach stress and intonation in English can be influenced by the rhythmic patterns, word stress, and intonation of their original tongue (Hatite & Belaskri, 2023).

I.2.4.4. Language Teaching Materials

Workbooks, textbooks, and other materials are among the many resources that have a big influence on learning environments. Texts with real content and affective elements are crucial while studying English as a second language. Therefore, materials should increase motivation and promote a positive outlook by aiming to stimulate learners' interests and taking into account their diverse emotional attitudes, besides motivated students work better together and are more psychologically open to learning, which enhances information processing. In addition, learners' innate interest about communication abilities and desire for achievement

can be stimulated when materials for second or foreign languages are created with their needs in mind (Wilkins, 1974) as cited (Getie, 2020).

I.2.5. Teaching Supra-segmental

When considering pronunciation: Supra-segmental is all the other aspects of the music outside of the individual notes. According to Hussain and Sajid (2015), "supra" refers to aspects of language that span individual segments and sit "on top of" Segmental to give the utterance a new meaning. This would include the melody, the pitch, the tempo, etc. Morley (1987: preface) discusses teaching Segmental—vowels and constants—has more importance than teaching Supra-segmental, or stress, rhythm, intonation, and how they are used to communicate meaning.

In this concept, Celce-Murcia (1987: 11) also says: "I am still facing problems with fully integrating stress and intonation in my teaching of English". Naimen (2008: 169) focuses on the teaching of Supra-segmental from the earliest stages and develop some communicative activities concerning teaching it. When teaching Supra-segmental, it is very important to start from earliest stages and develop some communicative tasks. This is what Naimen (2008: 169) focuses on, as cited in (Hatite & Belaskri, 2023).

I.2.5.1. Shadowing

Many English as a foreign Language (EFL) learners appear to have problems with Supra-segmental pronunciation. Hence, the shadowing technique is a method where learners listen to a clip with desirable pronunciation or accent and repeat the words or phrases immediately after hearing them in real-time. This technique is effective for improving both speaking and listening skills, as it helps learners focus on correct sounds, pronunciation, intonation, and

stress patterns of the language they are learning. So we can find that it is useful and fun for students in their learning process, as showed in (Hatite & Belaskri, 2023).

I.2.5.2. Focused Activities

Focused activities can significantly benefit Superagmental by enhancing learners' concentration and cognitive skills. Learners can practice the difference between content and function words and the stress patterns associated with then by completing tasks. For instance, memory games, puzzles, focus with drawing, etc, as noted in (Hatite & Belaskri, 2023).

I.2.5.3. Oral Reading

Research indicates that integrating Superasegmetals awareness in classroom practices can enhance reading skills, particularly in the early stages of reading acquisition. Reading longer passages of language should provide students with the chance to practice it because these extended examples of real language are what make the connection between Superasegmetals and meaning so clear. However, the language used for this practice should be taken from real context dialogues, as mentioned in (Hatite & Belaskri, 2023).

I.2.6. Strategies to Teach English to Young Learners

Being fully aware of the importance of English language, teaching it has become a necessary need in the field of education. However, training young minds to understand the delights of English requires a great deal of time and creativity, also teachers should exercise great caution when it comes to involving and informing kids since, as total beginners in learning the English language children pose a special educational difficulty. (Hashemi & Azizinezhad, 2011) stated that movement and the use of the senses should be integrated into the teaching process in order to attract and grab the attention of young learners.

The instructor ought to make use of tangibles. Realia, such as puppets, toys, music, and pictures, are one example, as cited in (Senngah & Sibachir, 2023). The following are some strategies teachers can use to develop an effective basis for their future education to facilitate the learning process and make it engaged and joyful while teaching English to young learners (Rhalmi, 2023):

I.2.6.1. Visual Aids

Learning is improved by the use of visual aids. They are much more effective in teaching English to young learners. Instructors are recommended to illustrate vocabulary using vibrant pictures, flashcards, and toys. Young learners benefit from visual aids because they can better connect words to images, which improve retention. Rhlami (2003) notes that you can proceed as follows:

- **Select Age-Appropriate Visuals:** Select visual aids, flashcards, and props based on your kids' age and language proficiency. Make sure the pictures are understandable, interesting, and relevant to the terms being taught.
- **Introduce Visuals Gradually:** To avoid overwhelming students, introduce a small number of visuals at a time at first. This makes it easier for them to concentrate on and learn the new terminology.
- **Use Realia:** Realia refers to real objects from everyday life. For instance, if you're teaching about fruits, bring in actual fruits for students to touch and name.
- **Engage Multiple Senses:** Invite pupils to interact with the props and images by allowing them to touch and feel them. Engaging multiple senses helps reinforce memory and comprehension.

- **Assess and Review:** Regularly evaluate the language that has been introduced to the pupils using visual aids. Use review activities to reinforce and consolidate their learning.

I.2.6.2. Language Games

It is widely known that kids learn better when they play games. Teachers are advised to design language games that involve matching, sorting, and categorizing words. Games make learning fun while building language skills. According to (Hang, 2017), teachers of young students reported that using games to teach English to their students is successful since it sustains their interest in the subject matter while also making it feel enjoyable. Here are some examples of games for teaching English to young learners as Rhlami (2023) showed:

- **Alphabet Sorting:** Give students a deck of word cards and instruct them to arrange them in alphabetical order. Playing this game helps kids learn the alphabet and recognize letters.
- **Rhyming Puzzles:** Make word puzzles that require students to match rhymes. For instance, they can associate "dog" with "log" and "cat" with "hat."
- **Word Memory:** Create cards in pairs that have the words along with definitions or pictures that go with them. To find matching pairs, lay them face down and take turns flipping two cards.
- **Category Sorting:** Give learners a list of terms and ask them to organize the items according to their common features (e.g., animals, fruits, colors).
- **Online Word Games:** Explore online word games and applications that offer matching and sorting activities, making use of interactive technology.

I.2.6.3. Conversations and Dialogue

Rhlami (2023) claimed that children can practice speaking, listening, and comprehending the language in a relevant environment through conversations. The following are some concrete illustrations and methods to encourage dialogue with young English language learners:

- **Show Genuine Interest:** Express excitement and sincere interest in the child's speech. This encourages them to share more and build confidence in speaking English.

- **Ask Open-Ended Questions:** Avoid yes/no answers, instead ask open-ended questions that seeks for more elaborated responses. For example:

- “Tell me about your favorite food.”
- “Where did you go today?”

- **Ask for Opinions:** Encourage the child to express their opinions and preferences. For instance:

- “What is your favorite game to play?”
- “Which season do you prefer, and why?”

- **Role-Play Scenarios:** Engage in role-play scenarios that mimic real-life situations this will encourage children to utilize new vocabulary, intonations and accents. Moreover, role play is creative activity that offers lots of freedom and few boundaries. This can help children to more confident to express themselves, For example:

- Act out a doctor’s visit, with the child as the patient and you as the doctor.

- **Thematic Conversations:** Focus on specific themes (e.g., holidays, seasons, animals) and have conversations centered on that theme. Like :

- “How do you spend your holidays?”
- “What do you like to do in summer season?”

I.2.7. Teaching English Today

Language is a powerful tool enabling individuals to express their thoughts, share information, and connect. In language education, a number of approaches and methodologies have been developed to support efficient language learning (Yousafzai, 2024). Anyone teaching a modern language by oral communication must teach pronunciation and the English portion of the language to students orally, according to Mac Carthy (1967), cited (Hatite & Belaskri, 2023). Because pronunciation affects speaking and listening comprehension as well as one's ability to be understood, pronunciation is a crucial component of language learning (Talk Pal, 2023). According to Hatite and Belaskri (2023), the most widely used approach for learning languages currently is the communicative language approach.

Unlike traditional approaches that emphasize rote memorization and grammatical precision, Communicative Language Teaching (CLT) places a strong emphasis on students' ability to successfully communicate in everyday situations. It aims to provide engaging and dynamic language learning experiences.

As Richards (2006) notes, "One can master the rules of sentence formation in a language and still not be very successful at using the language for meaningful communication," CLT views language as a tool for communication and encourages students to actively participate in real-world communication activities (Yousafzai, 2024). Furthermore, this approach emphasizes the actual, practical, and useful use of language for meaningful aims, according to Lindsay and Knight (2006).

Therefore, the communicative language approach is a method of teaching that is based on the notion that learning a language also entails building the capacity to communicate

successfully outside of the classroom, rather than being a specific technique (Hatite & Belaskri, 2023).

I.2.8. Conclusion

The above chapter speaks thoroughly about the integration of the English medium into the Algerian primary education, which is a huge shift from focus on French to a more global foreign language. Therefore, the section details about the various strategies adopted for this young age learning context as well as the various factors that could influence the learning of the different receptive and productive skill especially pronunciation.

Chapter Two: Research Process and Data Analyses

Section One: Research Background Description

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II.1.1. Introduction

This study aims to investigate how learner's pronunciation level is affected by shadowing technique. This chapter provides a thorough explanation of the research methodology. Thus, details about the setting where the study is conducted are put forwards as well as the participants of the research.

Moreover, the section includes a thorough description of the interviews conducted with teachers and pupils as well as a description of the classroom observation procedure. Both qualitative tools and their importance are showcased in this section.

II.1.2. Research Context

According to Phippen and Lacohee (2017), a research context is important as it provides details about the environment where the investigation is taking place. Just like Tennant (2017,p.1) defines it: *“The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.”* It also plays a great role in interpreting the findings. Moreover, it assists in understanding the impact of the results on the context under investigation.

Additionally, Phippen and Lacohee (2017) assert that *‘research context helps in examining specific cases and understanding the purposes, processes, outcomes, and impacts of a particular project or space’* (p.1). A research context helps spotting various research problems, questions, and purposes. Furthermore, it offers a rich background information about educational practices and the individuals involved, which is crucial for conducting research projects .

Any data collection process requires the delineation of a research site. The current study was carried out in two distinct cities and two distinct schools. The first study was conducted at Aich Abd-el-Kader Primary School in Dahmouni, and the second study was conducted at Naimi Fatima Primary School in Tiaret. In an effort to understand the attitude towards the technique under investigation and the requirements of teachers and pupils to its effectiveness.

Aich Abd-el-Kader primary school was constructed in 1915, and it underwent numerous modifications before being used as a primary school. It was named after a well-known Dahmouni resident. This school contains 11 classes in total, divided into 5 levels: 2 first-year classes, 3 second-year classes, 2 third-year classes, 2 fourth-year classes, and 2 fifth-year classes. In addition to the physical education teacher, there are fourteen teachers working there: eleven Arabic teachers, two French teachers, and one English teacher. There are 365 pupils in all, with 201 males and 164 females.

A martyr was the inspiration behind the 1978 construction of Naimi Fatima. This school has fifteen classes overall, which is divided into 5 levels: three (3) classes in the first year, three(3)classes in the second year, three (3) classes in the third year, three (3) classes in the fourth year, and three classes in the fifth year. There are 530 pupils and 20 teachers. Of these, 15 teach Arabic, three teach French, one teaches English, and one teaches physical education.

The selection of both schools from different areas in Tiaret region can make the obtained results a bit more representative. It also makes the findings a lot richer and more significant to this particular context as comparisons between the findings of both areas can generate future ideas for research that were not so apparent in the past.

II.1.3.The Research Sample

Generally speaking in research, one does not study an entire population, it would be impractical. Thus, sampling is a way that facilitates for researchers to infer data about a population -without having to include all of them- based on results from a subset of the population. Restricting the number of persons in a case study reduces also the efforts and challenges. Hence, it makes it easier to obtain high quality information. (Shantikumar, 2018)

Additionally, Shantikumar, (2018) emphasizes the crucial details of selecting individuals who best represent the overall population:

If a sample is to be used, by whatever method it is chosen, it is important that the individuals selected are representative of the whole population. This may involve specifically targeting hard to reach groups. (p.1)

Therefore, Sampling is the process of selecting a representative subset of the population for study. It involves choosing individuals or items from the population using various techniques and methods. Sampling according to Simplilearn (2024) is crucial in research for several reasons:

- a. *Practicality*: as it allows researchers to obtain meaningful insights from a smaller, more manageable population subset.
- b. *Efficiency*: Sampling enables researchers to collect data efficiently at the same time they can save time and resources while providing valuable information about the population.

- c. *Generalizability*: sampling allows researchers to make valid inferences about the entire population based on the characteristics of the sample.
- d. *Accuracy*: Sampling methods are designed to eliminate bias and promote the precision of findings.
- e. *Ethical Considerations*: Sampling allows researchers to minimize potential harm and respect ethical guidelines while conducting valuable research. (Simplilearn,2024)

Plenty of parties were involved in this investigation process, both from teaching academics category and young pupils' one. They constitute our sample population which was chosen rather randomly to become respondents to our multiple investigation tools.

II.1.3.1. Teacher's Profile

A profile is generally a short introduction to the respondents involved in the research. Since teachers of primary schools are part of this case study, it is necessary to describe their profile in terms of gender, age group, academic qualification and experience in teaching.

Since there were two English teachers only found in the chosen schools, it seemed rather not enough. Thus, we decided to include other teachers from other primary schools to render our investigation more significant. Therefore, Six (6) primary school instructors participated in this interview, which took place in Tiaret and Dahmouni. Split into three equal groups of male and female, their ages ranging from 27 to 47, and their degrees differ from one another.

Four of them hold bachelor's degrees in translation, literature, and civilization, while the other two have master's degrees in English teaching. Before beginning their teaching careers, the majority of them had training in middle and secondary education. The

interviewees provided us with a variety of objectives, including guiding students toward success, building their self-confidence, encouraging creativity, and providing effective instruction while raising good citizens. This helped us understand the overall goal of teaching such young age pupils.

II.1.3.2. Pupil's Profile

Pupils' profile description is needed in this section as it captures the main criteria of the respondents. It dwells not about their qualification or experience but, mainly about their age group and gender. Such profile description is important to give the reader a glimpse of the interviewees which answers are carefully analyzed in the upcoming section.

Participants in the current study are the fourth-year primary pupils from Aich Abd-el-Kader and Naimi Fatima Primary Schools who are studying English as a foreign language for the last two years. There were (20) pupils included in this study, (10) of whom were male and (10) were females. The age of males ranged from (9) to (12) years old, while females are in an age range between (9) to (11) years old in both primary schools.

II.1.4. Research Tools

The process of selecting the proper research instruments can be one the most crucial stages of research itself. This important step in data analysis aids researchers and analysts in understanding the fundamental framework and properties of the data; therefore, in this section we will provide an overview of each data collection method and tools.

This section of chapter two outlines the fieldwork conducted in the study, detailing the methodology, sample, and setting. It also includes in-depth information on the research instruments used and the analysis methods employed.

Hence, when it comes to the approach selected for the practical phase we opted for an approach that most effectively advances the objectives of the research.

Qualitative research methodologies seek to capture information that often can't be expressed numerically. These methodologies often include some level of interpretation from researchers as they collect information via observation, coded survey or interview responses, and so on. Researchers may use multiple qualitative methods in one study, as well as a theoretical or critical framework to help them interpret their data. (Fulton Library, 2024, p.1)

In the same line, due to it originating from social and behavioral sciences, these qualitative methods assist researchers in revealing different perceptions and attitudes of a particular audience with reference to the research topic. Data also can be analyzed in a more descriptive manner and inferences can be easily drawn. According to Bhat (2024,p.1) *“There are different types of qualitative research methods, such as in-depth interviews, focus groups, ethnographic research, content analysis, and case study research that are usually used”*.

Therefore, the researchers opted for a qualitative method encompassing both interviews and an observation as main tools. A semi-structured interview is designed for adult EFL teachers as it allows for more follow up on different answers. Whereas, a structured interview is seen to be more fit for younger pupils permitting them to give direct answers. A non- participant observation is conducted to gather data for the objective of

investigating the effect of Shadowing Technique on enhancing EFL pupil's pronunciation in primary schools.

II.1.4.1. Teacher's Semi- structured Interview

A semi-structured interview is a qualitative tool combining both pre-meditated sets of open questions inciting discussion with a certain freedom of the interviewer to direct the conversation towards deeper exchange about specific themes. Hence, it used to partially help achieve a thorough understanding of the study in order to accomplish the desired outcome in order to address the research questions.

According to Interaction design Foundation (2017), Semi-structured interviews have multiple man characteristics that differentiate them from other types of interviews:

- **Flexible nature:** Semi-structured interviews allow for more open-ended discussion, unlike structured interviews, relying mainly on a fixed set of questions and responses.
- **Emphasis on perspectives and experiences:** The aim behind semi-structured interviews is to understand how participants think and feel about particular topics or issues.
- **Generating new ideas:** resembling an open discussion, they can effectively generate new insights into complex social phenomena.

When it comes to the various types of questions posed in such interviews, Interaction Design Foundation (2017, p.1) explain the following: Semi-structured interviews use a combination of predetermined questions and open-ended exploration to learn more about participants' perspectives. There are three main categories of questions you can use:

- **Open-ended Questions:** These are broad, general questions that allow participants to express their thoughts and feelings on a topic without restriction. Open-ended questions typically begin with phrases like "Tell me about..." or "How do you feel about...".
- **Closed-ended Questions:** Closed-ended questions are more specific and provide the participant with predetermined responses. These questions typically begin with phrases like "Do you agree or disagree with..." or "Which option best describes...".
- **Probing Questions:** Probing questions are follow-up questions that aim to clarify or expand upon a participant's response. These questions typically begin with phrases like "Can you tell me more about..." or "Why do you think that is...". Probing questions can help a researcher to understand a participant's thought process or experience. Interaction Design Foundation (2017)

This semi-structured interview was conducted mainly to provide a full overview of the materials, objectives, and possible difficulties involved in using the Shadowing Technique to foster English pronunciation to young learners.

- **II.1.4.2. Description of Teacher's Interview**

The primary purpose of this interview is to investigate the effectiveness of shadowing and gather the opinions of the teachers regarding its impact on pupils speaking and pronunciation skills. Additionally, the materials they are employing to improve the English language learning process.

The interview consists of twelve questions. They are split into three sections. The first has five closed-ended questions and deals with the participants' personal and professional information.

The second portion of the interview contains six questions. One of them is concerned with materials used to teach EFL in primary schools. In addition, Teachers were asked to list the strategies that they apply when teaching English. Furthermore, a closed-ended question designed to determine the level of pronunciation proficiency. The last question aims to discover the methods provided by teachers in order to teach speaking skills and pronunciation specifically for young learners.

The final section discusses the shadowing technique and contains three questions regarding teachers' awareness of this approach. In the same concept, teachers were asked to provide opinions about its effectiveness on the pronunciation level. Furthermore, the final question is open-ended, asking teachers to offer suggestions and recommendations for using this method in the elementary level.

II.1.4.3. Pupil's Structured Interview

Compared to the semi-structured format of the teachers' interview, the structured one is defined as asking predetermined questions in the same order to all participants. The purpose of this interview is to learn more about the students' opinions and preferences regarding studying English as a second language. In addition, the difficulties they are facing while learning this language, and how they feel on the use of the shadowing technique.

A structured interview is similar to a survey. The interviewer asks every participant the same set of questions in the same order, attempting to remove any body language and tone bias. To compare, an unstructured interview is the most flexible.(Boswell, 2024, p.1)

Boswell (2024) continues to explain about some of the pros of using such type of interviews: First, standardization which helps reduce mistakes. Second, less variability when asking a fixed list of questions. Third, closed questions make analysis easier and more comparable. Last, it consumes less time and effort compared to other types.

When it comes to analysis phase, especially in academic setting Boswell (2024) explains that software can be used to generate statistical data; however, it can be pricy. Thus, a thematic analysis depending on the depth of responses can be more useful. Coding the responses and grouping those codes into appropriate themes offers better insights about the findings.

This particular format of interviews was selected as it is seen to help best pupils at this level and age group. Structured questions will reduce the opportunity for pupils to be confused or mislead to answer differently. It is very limited in terms of freedom of discussion and will yield quicker results.

II.1.4.4. Description of Pupil's Structured Interview

Nine questions total, divided into two categories—mixed questions and yes/no questions—make the current interview. It is divided up into three major parts.

The first section's purpose is to collect personal information from the learners. The first three questions seek for the learners' age, gender, and academic standing in order to create a broad profile of them.

In the second section, learners' opinions toward the shadowing approach are discussed. There are four questions in it that aim to determine how familiar learners are with the shadowing technique, whether it is beneficial to them in their learning process. Furthermore, the following question is to observe how this approach is applied during the session.

Additionally, the final question focuses on the preferences of the pupils regarding the methodology of their teacher.

The last section includes two main questions. The first question tackles the difficulties faced by learners in learning English language in general. Finally, the last question was about learners learning preferences.

II.1.4.5.The Classroom Observation Description

Observation is one of the primary research methods used to define the subject of study since it provides an opportunity to look at a situation and try out actions in its true context. It is assumed that an investigator gathers initial data by monitoring relevant individuals, behaviors, and situations personally.

Thus, one can define Classroom observation as an important part of teaching. It ensures that teachers are providing a satisfactory learning experience (Duncan Ritchie, 2021). Regarding the definition of a classroom observation is a straightforward procedure in which an observer spends time in a classroom gathering data and providing comments regarding the teaching and learning process. The observer and the teacher will frequently have a professional discussion on the area of the lesson that was observed. In addition, the data gathered are used to identify educational developments, areas of strength, and areas of improvement (Ben Gustafson, 2022).

A Classroom observation takes place in a classroom or other learning environment. It frequently used to provide teachers constructive criticism with the aim of enhancing their techniques in teaching and classroom management (Sabbott, 2013).

Moreover, depending on the type of data collected, the extent of detail necessary, and the feedback provided, observers spend varying amounts of time in classes. The lengthier an observer stays in a classroom, the more detailed the observations get. Moreover, there are two types of observations made in classrooms: informal and formal.

a. **Informal observations:** typically last three to twenty minutes, it usually referred to as walkthroughs, are an important part of the observation, learning walks, and instructional rounds.

b. **Formal observations:** are incorporated into a more comprehensive approach for evaluating teachers. For a whole class, observers usually spend the entire time collecting data and feedback. It is referred also as the summative or thorough observations (Ben Gustafson, 2022).

There are several benefits when applying classroom observations in research. It offers insightful data on the quality of instruction, as well as can be used to assess methods of instruction and provide suggestions for development. Classroom observations can also:

- 1- Provide teachers with feedback on their teaching practices and on their teaching practices
- 2- Class observations serve to improve students' learning by highlighting areas in which students are struggling and adapting their teaching according to their needs (Sadia, H.2023).
- 3- It provides great understanding of the culture and environment of the classroom.
- 4- Improving knowledge, gaps and differences in the curriculum.
- 5- Exchanging techniques and sharing practices.

The classroom observation was used to gather data about a variety of factors, including pupil's behavior, teachers speaking, and many other aspects. For 45 minutes,

fourth-year learners participated in the whole observation, which was necessary to gather and validate the data. Our observation took place in Tiaret and Dahmouni primary schools between March 14 and 20, 2024.

The researcher was using non-participant observation techniques. This implies that the researcher will do nothing more than observe the teaching and learning process while they take place in the classroom. The observer used a detailed observation grid and took notes while conducting the observation in order to collect data.

According to Roller & Lavrakas (2015), an observation grid serves two important purposes: 1) It reminds the observer of the key points of observation as well as the topics of interest associated with each, and 2) It acts as the impetus for a reflexive exercise in which the observer can reflect on their own relationship and contribution to the observed at any moment in time (e.g., how the observer was affected by the observations) :

The observation grid is a spreadsheet or log of sorts that enables the observer to actually record (and record their own reflections of) observable events in relationship to the constructs of interest. The grid might show, for instance, the relevant constructs or research issues as column headings and the specific foci of observation as rows.

(p.1)

To guarantee a smooth observation process, the researchers designed a grid encompassing various elements that cannot be ignored during such process. The grid as research proves guarantees that focus will be kept during the process and the researcher's attention cannot be distracted by external factors.

Thus, an observation grid including statements reflecting the teacher's attitudes, practices, pupils' attitudes and behaviors was seen to be helpful. The grid used in this study is divided into five main sections, each of which includes various statements to be validated or not. It explored every aspect relevant to the lesson, including its planning and time allocation, its coverage in the first section of the classroom observation report, which is dedicated to content.

In addition, a section was designed to examine aspects covering the delivery of the lesson. This included statements about the presence or absence of notions like: the teacher's positive tone, his gestures, and the pupil's involvement with his delivery and practice.

Another section was designed to discuss teachers' facilitation strategies in teaching. It also spoke about the compatibility of their chosen practices with pupils' interactions. The main ideas covered in this section include encouraging of pupils' questioning, their engagement and interactions as well as how the instructor shows interest in the pupils' interpretations.

Lastly, Content knowledge, environments, materials, and relevance are the major subjects of the fourth and final section. Consequently, this section demonstrates the proper usage of materials in relation to the content.

II.1.5. Conclusion

The above section is an account of the research context and methodology. Such explanation about the place and people involved in the investigation offers a deeper insight of the research. Hence, it was needed to paint an image of the primary schools where data was collected in the reader's mind. A description of the setting was presented in a lengthy account.

Furthermore, both profiles of teachers and pupils playing a crucial role in this phase were described. Also, a description of the main qualitative research tools was presented to convince the readers of its effectiveness and the purpose behind their design.

Section Two: Results' Analyses and Recommendations

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II.2.1. Introduction

The development of fluency and accurate pronunciation are persistent challenges in English as Foreign Language (EFL) classrooms. The purpose of this research is to investigate the perceived benefits and practical use of shadowing in enhancing EFL speaking skills by using a combination of teachers and pupils interviews and an extensive classroom observation. Through the collected data, we will examine the various perspectives of teachers and pupils about the usage of shadowing, emphasizing the experiences and emerging difficulties.

Hence, a detailed analysis of shadowing effectiveness will be feasible due to the classroom observation, which will offer a tangible illustration of how it is performed. The purpose of this chapter is to provide research results and useful data for EFL teachers who are contemplating about implementing shadowing into their teaching strategies.

II.2.2. Classroom Observation Analysis

On 14/03/2024, we attended two sessions with fourth year class at the primary “Aich Abd El-Keder”, which totaled 20 pupils dealt with “Listen and Repeat” section a unit of “Healthy Food”.

At the beginning of the lesson the teacher starts writing directly on the board without relating the new lesson to the previous one. The overall atmosphere was good. However, the class was so noisy. The class setting arrangement was divided into three rows. The teacher used both languages Arabic and English for more explanation. She was friendly with the learners. She delivered the lesson without committing any mistakes. During the whole session the researcher has observed the variety of strategies used by the teacher to explain

and transmit the lesson to her learners; digital materials (speaker, laptop, phone...), kinesthetic (body language, gestures...) and authentic materials (songs, video, pictures, and flashcards).

The teacher used her phone to make her learners listen to a song “Healthy Food” and repeat with it at the same time. She was making movements and gestures, as she spoke the words aloud to pupils so they could hear the vocabulary words properly. The teacher used a flashcard game with graphics and words related to the lecture for the activity. During the game, children were incredibly engaged and attentive. The teacher made an effort to include everyone of her learners. After that the teacher split the class into two teams to create an atmosphere of competition between them. She asked the pupils to come to the board and distinguish between Healthy Food and Junky Food beside that the teacher also used the whiteboard to make them draw the food in the picture.

The teacher was authoritarian, she has a good control over her class, she paid attention to the pupils’ misbehaviors, as punishment she make them wall sit with one leg up. For those who did not bring their books or copy books she yells at them.

Table II.2.1.

First Observation Checklist

Time of the session: 45 minutes

Lesson title: “Listen and Repeat”

Subject Matter: “Healthy food”

Variables to be observed	Notes		
	completely	Adequately	Not at all
Made clear statement of the purpose of the lesson	✓		
Define relationship of this lesson to previous ones			✓
Paced lesson appropriately	✓		
Summarized major points of lesson		✓	
Related today's lesson to future lessons			✓
Projected an easy to hear voice	✓		
Explained things with clarity	✓		
Maintained student attention	✓		
Listened to students questions and comments		✓	
Presented examples to clarify points			✓
Waited for students' answers	✓		
Gave appropriate time for thinking	✓		
Managed a balanced teacher/student talk	✓		
Allowed students' peer/self-correction	✓		
Presented supporting audio-visual material	✓		
Used classroom equipment adequately		✓	
Supported lesson with useful classroom exercises	✓		
Presented material appropriate to student knowledge and background	✓		
Presented material appropriate to stated the purpose of the lesson	✓		

By the time the observation was over, the researcher noticed the extent to which the teacher was trying to get the pupils hooked on the subject matter being treated in the course; she did this by clearly pacing the lesson, using a clear tone, and providing detailed explanations for any difficult concepts. In terms of interactions, the researcher found that there were teacher-student interactions; she shown interest in her students' interpretations while encouraging her questions and waiting patiently for their answers. Additionally, there was a balance in the conversations between the teacher and learners. Moreover, she permitted peer and self-correction by pupils.

On the other hand, among the obstacles teacher was facing; high learners density, crowded classes, lack of time to teach the whole syllabi.

On 20/03/2024, Another observation was held with fourth year classes at “Naimi Fatima Zohra” primary school in the morning, the number of pupils was (35), and they dealt with “Reading and writing”, sequence of “Healthy Food”.

First, the teacher welcomed her learners by greeting them, she asked them to sit and keep silent so she starts her lesson. She asked the whole class to open their books on page sixty five. Meanwhile, the teacher used the whiteboard to write the course treated. She read the text loudly twice with a clear pronunciation of words. The teacher asked few learners to reread while the rest were listening attentively. Half an hour after reading, the teacher wrote a small paragraph on the board using classroom equipment (ruler, marker, book...) then she asked them to open their copybooks and write the paragraph.

Pupils were so active and excited as well as their teacher who looked very motivated. She paid attention to the committed mistakes of the pronunciation of words made by her learners. When it comes to the classroom atmosphere it was a bit noisy because learners were

participating disruptively. The researcher noticed that the teacher has control over her class; she was harsh with the ones who were noisy.

Table II.2.2.

Second Observation Checklist

Time of the session: 45 minutes

Lesson name: "Reading and Writing"

Subject Matter: "Healthy food"

Variables to be observed	Notes		
	completely	Adequately	Not at all
Made clear statement of the purpose of the lesson			✓
Define relationship of this lesson to previous ones			✓
Paced lesson appropriately		✓	
Summarized major points of lesson			✓
Related today's lesson to future lessons			✓
Projected an easy to hear voice		✓	
Explained things with clarity		✓	
Maintained student attention	✓		
Listened to students questions and comments		✓	
Presented examples to clarify points		✓	
Waited for students' answers		✓	
Gave appropriate time for thinking	✓		
Managed a balanced teacher/student talk			✓
Allowed students' peer/self-correction			✓
Presented supporting audio-visual material			✓
Used classroom equipment adequately		✓	

Supported lesson with useful classroom exercises	✓		
Presented material appropriate to student knowledge and background			✓
Presented material appropriate to stated the purpose of the lesson			✓

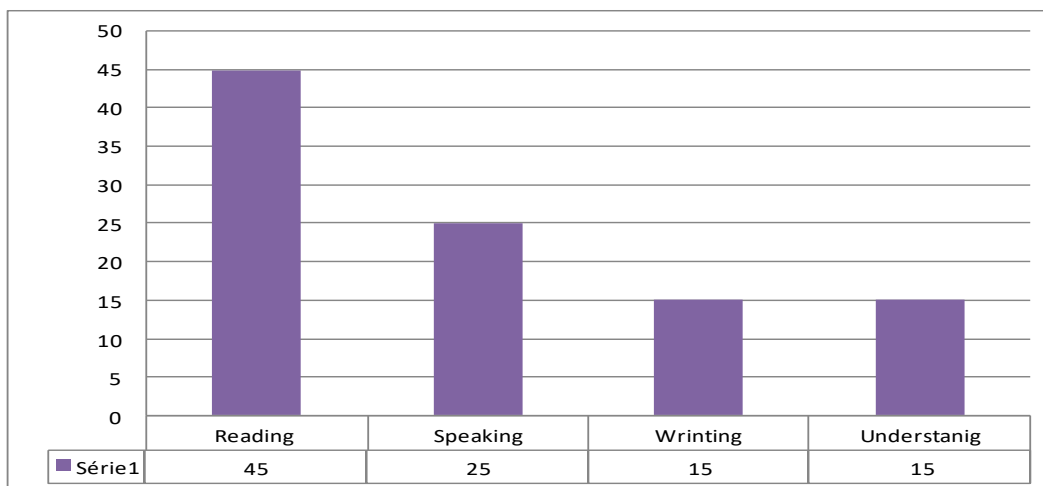
The teacher's only educational tool during this time was the whiteboard. The educator failed to supply all of the materials required to support the learning of the pupils. Furthermore, the researcher asserted that the instructor was circling the rows to examine the pupils' handwriting to spot any mistakes. As the lesson came to an end, teacher provided her learners with a homework insisting them on doing it then she leaved at the end of the session time.

II.2.3. Pupils' Structured Interview Analysis

During the interview, pupils were given an explanation to a certain terminology to understand before answering questions. The responses vary depending on pupils, and the questions were as follows.

Q01: What do you find so difficult in English?

Regarding the difficulties that pupils face while learning English, different answers were provided. Nine respondents stated that reading is the most challenging aspect of learning English. In contrast, five said that speaking is challenging since we are not accustomed to the language, three said that writing is quite challenging, and three responded states that they find it difficult to understand.

Figure II. 2.1.*Pupils' difficulties Learning English*

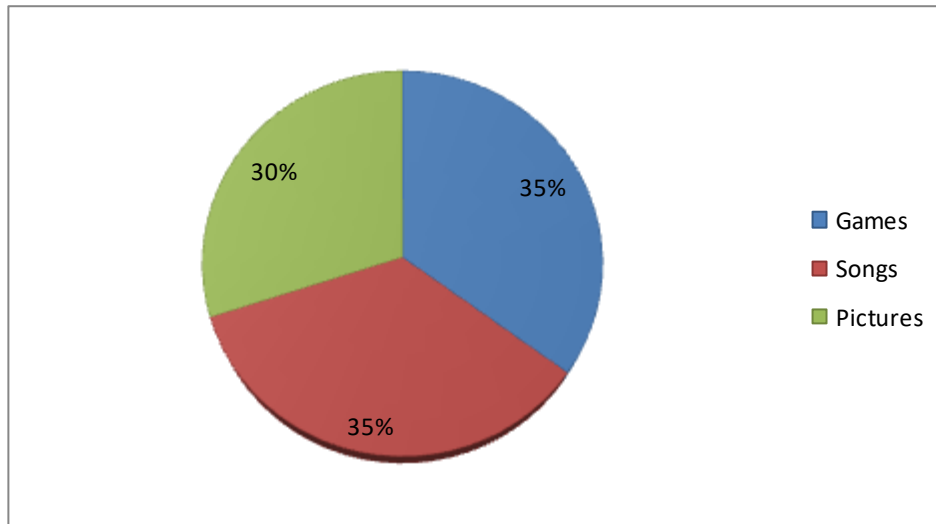
The graph indicates that 45% of respondents find reading difficult, while 25% prefer speaking; writing and understanding are equally difficult for 15% of respondents.

Q 02: Do you like your teacher's methodology?

When asked whether they liked their teacher's approach, they all agreed (100%) and replied that they did, citing the teacher's clarity, ability to lead them through the class and explain concepts in terms they could comprehend, and teachers' willingness to always listen to their concerns and provide guidance.

Q 03: What are your favorite learning strategies?

We had varying responses when we asked the respondents about whether they liked it when their teacher used the materials, to which they all responded positively, and about their preferences among the options provided. Seven stated that because they prefer to see and hear things, playing songs provide them a better understanding. While seven found games amusing, whereas five preferred seeing pictures.

Figure II. 2.2.*Pupils' Learning Preferences*

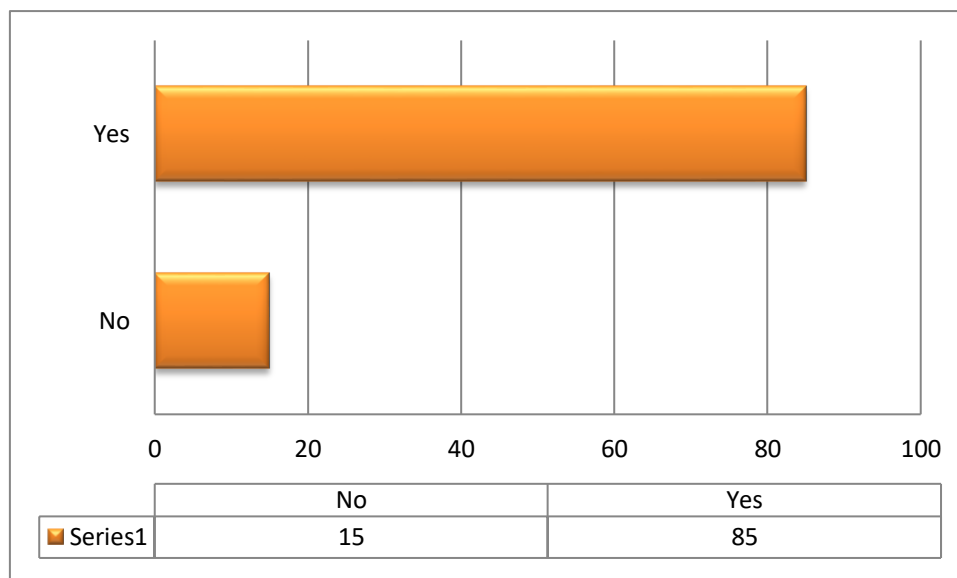
To illustrate the variations in learners' learning processes, this pie-chart presented the findings that indicates 35% of respondents preferred songs, 30% preferred pictures, while 35% preferred games.

Q 04: Does your teacher use shadowing during the session?

17 pupils agreed that their teacher use this technique and that they constantly repeat during English lessons. Whereas, 03 of respondents disagreed and stated that she did not use it.

This answer contradicts what the teachers have responded with. To explain this confusion, the pupils were explained before the interview about how shadowing works and they must have confused it with drilling strategies the teacher implements in class.

Figure II.2.3.*Teachers' Use of Shadowing Technique*



The question seeks to determine learners' opinions regarding the instructor's usage of the shadowing technique. A significant proportion of learners, specifically 85% (17 participants), confirm that it is used in the classroom, whilst only 15% (03 participants) dismiss the implementation of it.

Q 05: Do you find it useful when you shadow after your teacher?

All of the students said they enjoyed repeating their teacher after learning about shadowing and how it works. They find it very helpful since they want to learn speaking and because repeating something means they are going to remember it. As a result 100% (20 participants) were along with this technique.

II.2.4. Teachers' Semi- Interview Analysis

After data was collected from the EFL teachers, the researchers started the coding phase where they have to compare the answers and try to classify them under similar categories. The coding process involved the researchers transcribing all the answers and then enlists similar answers of the same questions under the same code. The results of these operations have yielded the following results:

Q1. What are your objectives when teaching English?

The majority of the respondents (60%) expressed their aspiration to instill in their pupils morals and values. (30%) of them expressed their desire to also help them develop the needed skills and attitudes for success. Whereas, the rest emphasized the need to help pupils become more confident to break language barriers.

Q2. What are you using as materials when teaching English?

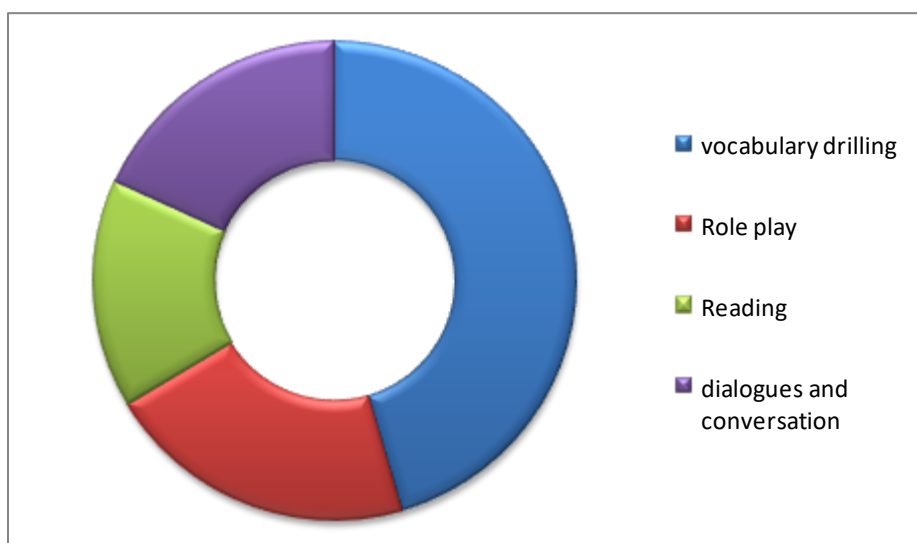
Most of the respondents (80%) confessed using projectors in their EFL classrooms. They also spoke about using speakers, flashcards and worksheets. One respondent spoke about his preference to use ICTs (Interactive communicative technology) in teaching the speaking component.

Q3. How do you teach pronunciation specifically?

This question yielded varied answers. Some use role plays as they find this technique more helpful in making pupils speak their minds. They back up this use by providing dialogues where pupils listen and repeat and conversation cues. Other respondents (67%) confessed using a less interactive approach by emphasizing reading to acquire more vocabulary and drilling on it daily. They even spoke about teaching vocabulary extensively and teaching grammar rules. Then, they would provide short instances of real life situations for speaking practice.

Figure II.2.4.

Teaching Pronunciation Strategies



This chart displays the respondents' genuine responses to question on how they precisely teach speaking and pronunciation. That is to say, three participants (50%) of them believed that drilling and repetition is quite beneficial. 1 participant 17% chose to engage their learners in reading. Another participant (23%) chose role play. One (20%) selected dialogues and conversations.

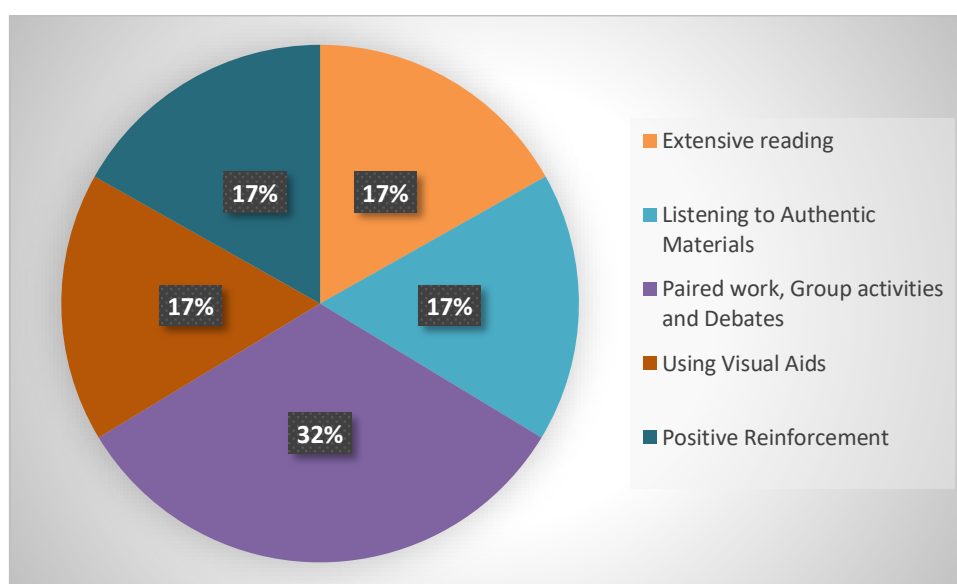
Q4: *From a second language acquisition perspective, what learning strategies do you believe are most effective in promoting EFL learners proficiency?*

Asking this question intrigued the participants. The first participant recommended extensive reading since it encourages students to read, make errors, and develop their public speaking abilities while also increasing their self-confidence. The second participant offered an alternative viewpoint and recommended listening to authentic materials. According to him, pupils enjoy using technology in the classroom and that listening to songs and short stories provides them the chance to learn new vocabulary while having fun. Paired work, group activities, and starting debates are excellent methods to encourage English proficiency, according to two other participants.

The remaining two participant's opinions were different, while one of them suggested since most learners learn best by seeing things; using visual aids like charts, diagrams, or photos can be quite useful. As the last one recommended positive reinforcement since it helps pupils feel more confident and motivated to make more progress by offering them praise and encouragement for their efforts.

Figure II.2.5.

Strategies for EFL Proficiency in Primary School



One participant (17%) recommended that teachers use positive reinforcement as a means of encouraging and boosting students' self-esteem. One of the responders' suggestions (17%) using extensive reading for better outcomes. A significant number of respondents (32%), however, recommended pair work, group activities, and debates. The percentages for using visual aids and listening to authentic materials are equal (17%).

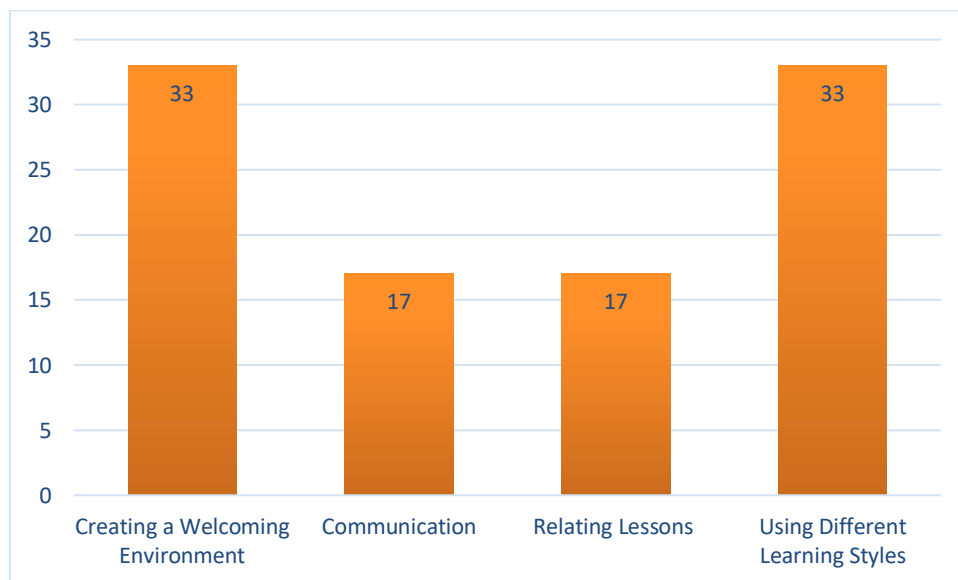
Q5: Considering the various factors that influence language learning(age, learning styles, access to resources), how can educators facilitate English learning for young learners especially in primary school?

Participants' responses on this question vary from one another. According to two participants, creating a welcoming environment in the classroom where mistakes are viewed as learning opportunities rather than failures while encouraging and celebrate their progress, no matter the level. One recommended focusing on developing fundamental communication abilities, such as introducing themselves, expressing needs, and greetings.

To keep language learning interesting and relevant, a participant suggested relating lessons in English to their current preferences and experiences, such as everyday topics and situations. Due to the fact that children learn in different ways, the final two participants recommended adopting several teaching strategies that accommodate auditory, visual, and kinesthetic learners such as mixing listening exercises with drawing.

Figure II.2.6

Engaging methods for Teaching English in Primary School



The graph shows that 33% of respondents recommended creating a welcoming environment to facilitate English learning, and same number also shows that 33% liked using

different learning styles. Comparably, 17% of respondents said that communication and related lessons

Q4. Do you have any idea about shadowing as a technique?

All the respondents stated that they had no prior knowledge of it. One of them had to look it up on the internet. According to them it is repetition technique.

Q5. Do you think it would be effective using shadowing to teach pronunciation?

Since respondents did not know about the technique, they were somehow hesitant to express their attitudes. Their answers were rather careful stating that:

R1. "I can't judge until I try it"

R3. "It would be effective but with some conditions"

R5. "Time would not allow it to be used and also over crowdedness"

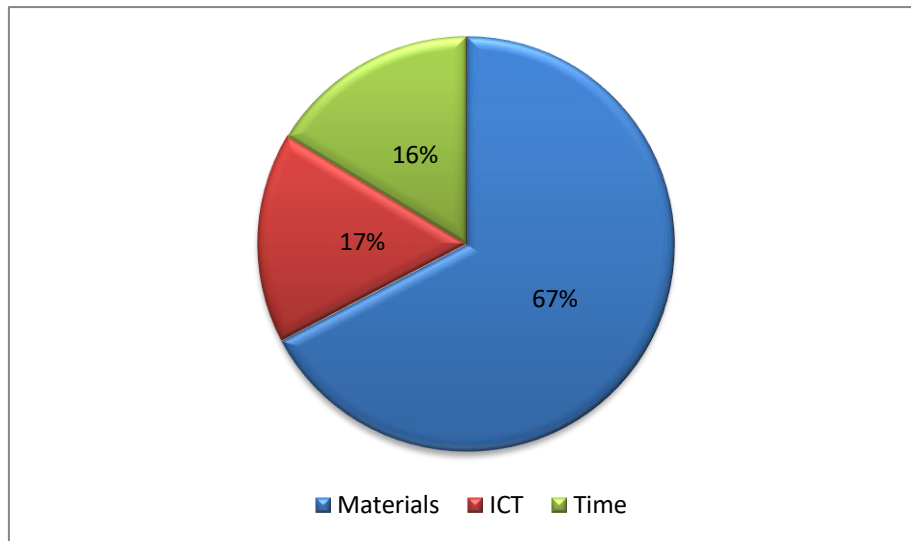
Mostly, their answers reflected lack of positive attitudes for implementing the technique as they had to have more training, they complained about the size of classrooms as well.

Q6. What do you recommend to best use shadowing in the EFL classroom?

The participants offered a variety of recommendations when we asked for suggestions on how to make this technique work in the classroom. In order to ensure the effectiveness of this method, four of them indicate that materials must be used, along with creating an appropriate atmosphere for learning and minimizing the number of learners. ICTs, according to one participant, are the best means of ensuring that this technique is effective. The final participant says that 45 minutes is insufficient for a class, let alone a class that uses this method, and suggests adding more time.

Figure II.2.7.

Teachers' Recommendations for better Shadowing Implementation



A significant number of participants (67%) suggested materials that should be used in the classroom while applying this technique in order to make it sufficient. Using ICTs for better outcomes was one of the respondents' responses (17%). More time was also recommended by a percentage of (16%).

II.2.5. General Discussion of the Findings

The above section presented in details the findings of the three qualitative tools utilized for the case study. Utilizing only qualitative tools has given more depth to the research process as it compared and critically analyzed the results for more reliability.

Well, the classroom observation procedure was chosen first to have a general idea about what happen inside the classroom from a non-participant perspective. It warmed up for potential questioning and gave the researchers their own idea about what should the rest of the tools be about. It revealed a good sense of management and expertise in using different materials. It also showcased a rather tendency to lean towards writing and reading as skills

more than speaking or pronunciation. Due to the large number of pupils, it was rather challenging to practice individual performances.

Moreover, pupils' interview which was conducted in a very basic manner started by explaining to the pupils about the shadowing technique. It would help them centre their responses and avoid skepticism. Their answers reflected a rather positive attitude about the teachers' methodology as they utilize some of their preferred learning materials: songs and games. However, in one of the observations the teacher used only the whiteboard and failed in providing variety in teaching materials. Pupils confessed knowing shadowing technique and liking it for it is used by their teachers. Whereas, teachers in their responses confessed not being aware of the shadowing technique and preferred to think that it is only repetition as they use it in class.

Despite the materials provided in observation one and teachers confessions aspiring developing pupils' skills as an objective, we could notice that there was less speaking practiced during the sessions, reading and writing was more prevalent. One reason could be reported which also matches teachers interview answers is the crowded classrooms which prevented the attempt to use shadowing in any way.

II.2.6. Recommendations

The current study was conducted to investigate how the EFL learners' pronunciation was affected by the shadowing technique. It is well known that the mentioned technique helps in improving fluency because it integrates speaking and listening skills. Hence, In order to make this technique beneficial and sufficient for both learners and teachers here are some useful tips that should be followed:

- The key element to make your learning fun is to search for what interests your pupils most, pick audio content from topics you think your pupils would enjoy such as: audio books, films , podcasts and so on.

- Select an audio that is approximately relevant to your pupils' level, do not go too deep. According to Taylor, L (2020) from Café Talk Educational blog, each audio need to be around 5 - 6 minutes long revolving around topics like: Art, Culture, Fashion, Travel, Sports, Relationships, Media and Entertainment.

- Listen and break the full audio into small phrases and make pupils practice each one at once to feel the speakers' rhythm, intonation, and pace.

- The shadower should choose short clips to keep focused and engaged and avoid exhaustion while shadowing.

- Focus on the move, do not shadow while sitting instead do it while pacing or walking around this can help you interact naturally and make it more captivating.

- Initially, pay attention to pronunciation of words rather than your pupils' fluency.

- Keep your focus on the targeted practice; try to shed the light on what you want to improve whether it is intonation, pronunciation, or fluency?

- record your pupils' own voices when shadowing; this will help you point out areas to work on.

II.2.7. Conclusion

This chapter sheds light on the practical realities of shadowing in the EFL classroom. It aims to close the gap between theory and practice by providing potential benefits and obstacles of this technique through the analysis of interview and an observation.

Therefore, a detailed account about the various results obtained from the two qualitative tools (interview and classroom observation) was presented. The researchers commented on the findings and visually illustrated the main outcome for the reader. A brief discussion of the results is provided where critical analysis is put forward comparing between the various results.

General Conclusion

The central focus of this study is about the effect of shadowing technique on EFL learners' pronunciation skills. According to the research hypothesis: first, The shadowing approach is a valuable tool for improving young learners' pronunciation, although it may not be well known to primary EFL teachers, especially those with less experience (novices).

Second, for young EFL learners, shadowing might be an effective way to improve pronunciation. Learners can gain a deeper comprehension of intonation, rhythm, and sound creation by actively imitating spoken English. This will improve their pronunciation accuracy. Third, there are a few essential steps that may be taken to effortlessly include shadowing into EFL classes for learners. These steps could include using technology to improve the practice and selecting appropriate materials.

While various teaching methods exist, the research highlighted the persistent challenges faced by learners in achieving accurate pronunciation and speaking fluency. Shadowing emerged as a promising yet neglected strategy to address this issue. Proven the ability to enhance pronunciation and speaking skills, shadowing is underutilization in EFL classrooms, especially for young learners. This research investigation examined the possibility of using the approach to address pronunciation challenges that EFL learners frequently face.

The research at hand attempts to answer questions about the extent of primary teachers' familiarity with the chosen technique. It also searches for answers about how effective it can be to help improve pupils' pronunciation skill. Finally, it seeks to find answers about the best way to implement such technique in EFL classrooms.

The findings of the utilized qualitative tools were very useful in gathering evidence of the presence of shadowing and its effectiveness in primary classroom. After analysis and thorough examination of the results, the first hypotheses were validated by the findings as most teachers did not have a clear idea of what shadowing is. Even after explaining it they still confused it with repetition exercises.

Furthermore, when it comes to the second hypothesis findings could not validate it by showing that shadowing makes pupils stronger in picking up intonations and rhythm as practicing this technique was rather absent. Whereas, the last hypotheses could not be tested due to various constraints like: time availability and large class sizes.

Thus, some of the main implications of this research could result in the future design of a lesson plan to test pupils with in order to demonstrate the effectiveness of the technique. There could be also future research about shadowing in higher levels of education like middle or secondary schools.

Finally, the research conducted above was not void of obstacles. The researchers struggled with various issue like: time constraints which made the completion of the data collection procedure rather short. The sample size can be considered small and results cannot be generalized. Moreover, there was a lack of sources about shadowing in Algerian context specifically and some of the primary school teachers involved in the case study was not cooperative and behaved in some unprofessional manner.

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Appendices

Appendix 01

Teachers' Semi- structured Interview

Q1. What are your objectives when teaching English?

Q2. How do you teach English?

Q3. How do you teach pronunciation specifically?

Q4. Do you have any idea about shadowing as a technique?

Q5. Do you think it would be effective using shadowing to teach pronunciation?

Q6. What do you recommend to best use shadowing in the EFL classroom?

Appendix 02:**Pupils' Structured Interview**

Q01: What do you find so difficult in English?

Q 02: Do you like your teacher's methodology?

Q 03: What are your favorite learning strategies?

Q 04: Does your teacher use shadowing during the session?

Q 05: Do you find it useful when you shadow after your teacher?

Appendix 03:***Observation Checklist***

Time of the session:

Lesson title:

Subject Matter:

Variables to be observed	Notes		
	completely	Adequately	Not at all
Made clear statement of the purpose of the lesson			
Define relationship of this lesson to previous ones			
Paced lesson appropriately			
Summarized major points of lesson			
Related today's lesson to future lessons			
Projected an easy to hear voice			
Explained things with clarity			
Maintained student attention			
Listened to students questions and comments			
Presented examples to clarify points			
Waited for students' answers			
Gave appropriate time for thinking			
Managed a balanced teacher/student talk			
Allowed students' peer/self-correction			
Presented supporting audio-visual material			
Used classroom equipment adequately			
Supported lesson with useful classroom exercises			
Presented material appropriate to student knowledge and background			
Presented material appropriate the purpose of the lesson			

الملخص

اكتساب مهارة النطق بالإنجليزية عامل أساسي في إجادة اللغة. تسلط هذه الدراسة الضوء على إمكانية استخدام تقنية التظليل لتطوير مهارة النطق عند تلاميذ الرابعة ابتدائي بمنطقة تيارت و ضواحيها. أظهرت النتائج حماس التلاميذ لاستخدامها و تردد الأساتذة نحو ذلك. كما أثبتت النتائج إمكانية نجاحها شرط تطبيقها على عدد تلاميذ أقل و بجودة عالية للوسائل المستخدمة

الكلمات المفتاحية : مهارة النطق، تقنية التظليل ، تعليم ابتدائي

Résumé

L'acquisition de compétences en prononciation anglaise est un facteur fondamental dans la maîtrise de la langue. Cette étude met en lumière la possibilité d'utiliser la technique du shadowing pour développer les compétences en prononciation des élèves de CM1 dans la région de Tiaret et ses environs. Les résultats ont montré l'excitation des élèves pour son utilisation et l'hésitation des enseignants à cet égard. Les résultats ont également prouvé son potentiel de réussite à condition qu'il soit appliqué à un plus petit nombre d'élèves et avec des supports pédagogiques de haute qualité.

Mots clés : Compétences en prononciation, technique du shadowing, apprentissage primaire

Summary

Acquiring English pronunciation skills is a fundamental factor in mastering the language. This study sheds light on the possibility of using the shadowing technique to develop the pronunciation skills of fourth-grade pupils' in Tiaret region and its suburbs. The results showed the pupils' excitement for using it and the teachers' hesitation towards it. The findings also proved its potential for success on condition that it is applied to a smaller number of pupils' with high-quality teaching materials.

Keywords: Pronunciation skills, shadowing technique, primary education