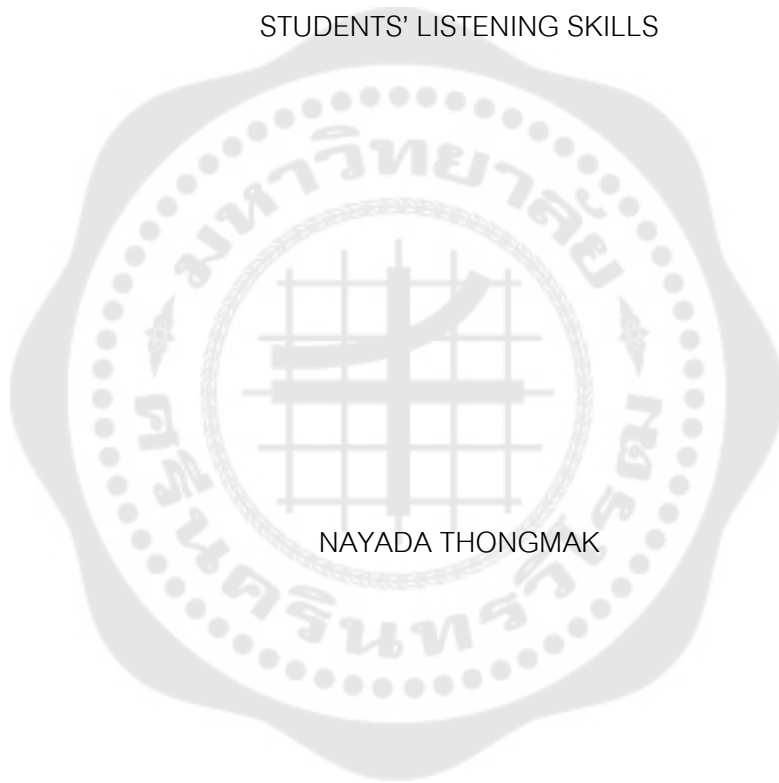




THE EFFECTS OF A SHADOWING TECHNIQUE ON THAI EFL SECONDARY SCHOOL
STUDENTS' LISTENING SKILLS



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2021

ผลของการใช้ A Shadowing Technique ต่อทักษะการฟังของนักเรียนไทยระดับมัธยมศึกษาที่
เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ



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A Thesis Submitted in Partial Fulfillment of the Requirements
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THE THESIS TITLED
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This research was designed to study the effects of A shadowing Technique on Thai EFL secondary school students. The objectives were: (1) to examine the effects of A shadowing Technique on Thai EFL secondary school students' listening skills; (2) to examine the effects of the school-based instruction on Thai EFL secondary school students' listening skills; (3) to compare the effects of A shadowing Technique to those of the school-based instruction on Thai EFL secondary school students' listening skills; and (4) to investigate Thai EFL secondary school students' attitudes toward learning listening skills through A shadowing Technique. The participants included 76 eighth-grade students in Ranong province, divided into two groups: students taught by A Shadowing Technique and students taught by school-based instruction. The instruments consisted of five lesson plans, an English listening test, a questionnaire, and semi-interviews. The mean score, standard deviation, and *t*-test analyses were used to analyze the quantitative data, while content analysis was used to analyze the qualitative data from semi-structured interviews. The results revealed the effectiveness of both A shadowing Technique and the school-based instruction. That is, there were statistically significant differences in the pretest and posttest mean scores of students taught by A shadowing Technique ($t(37) = -3.54, p < .001$), and students taught by the school-based instruction ($t(37) = -3.18, p < .001$). When comparing the effects of A shadowing Technique to those of the school-based instruction, the mean scores of the students taught by A shadowing Technique were significantly higher than the students taught by the school-based instruction. This study pointed out that A shadowing Technique can be an alternative method to enhance listening skills. In addition, attitudes toward learning through A shadowing Technique were at a positive level ($M = 3.89$). This indicated that students favored this teaching method and pointed out that A shadowing Technique can be a useful method to improve the listening skills of EFL students.

Keyword : English as Foreign Language learner, Listening skills, School-based instruction, Shadowing technique, Attitudes

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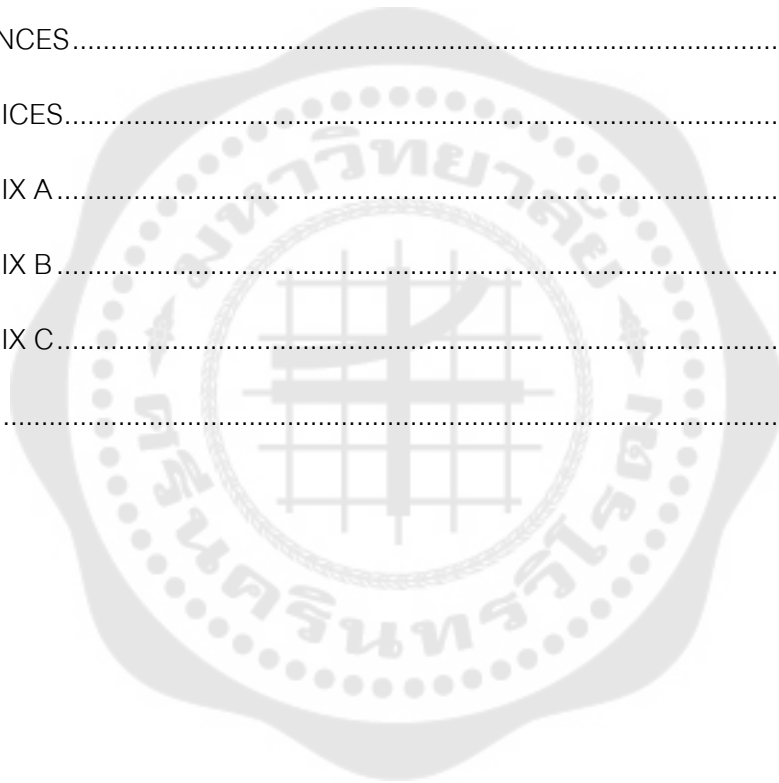
NAYADA THONGMAK

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	I
LIST OF FIGURES	J
CHAPTER I INTRODUCTION	1
Background of the Study	1
Objectives of the Study.....	3
Research Questions.....	4
Research Hypothesis.....	4
Conceptual Framework of the Study	5
Significance of the Study	5
Scope of the Study.....	6
Definition of Terms	6
CHAPTER II LITERATURE REVIEW.....	7
2.1 Listening Skills.....	7
2.1.1 Definition.....	7
2.1.2 Listening Process	8
2.1.3 Listening Strategies.....	9
2.1.4 Components of Listening Skills	10
2.1.5 Teaching Listening Skills.....	11

2.2 A Shadowing Technique.....	12
2.2.1 Stages of A Shadowing Technique.....	14
2.3 Attitudes	15
2.4 English as a Foreign Language (EFL) Students.....	16
2.5 Related Research	18
CHAPTER III RESEARCH METHODOLOGY.....	22
Research Design.....	22
Participants	23
Research Instruments	24
An English Listening Test.....	24
Lesson Plans Based on A Shadowing Technique.....	25
Lesson Plans Based on the School-Based Instruction.....	28
A Questionnaire.....	28
Semi-structured interviews.....	29
Validity and Reliability	29
Data Analysis	30
CHAPTER IV FINDINGS	33
4.1 The effects of A Shadowing Technique on Thai EFL secondary school students' listening skills.....	33
4.2 The effects of the school-based instruction on Thai EFL secondary school students' listening skills.....	34
4.3 The comparison of A Shadowing Technique to the school-based instruction	36
4.4 Students' attitudes toward learning listening skills through A Shadowing Technique.....	37

CHAPTER V CONCLUSION AND DISCUSSION	43
Conclusion	43
Discussion	44
Implications of the Study.....	48
Limitations of the Study.....	49
Recommendations	49
REFERENCES.....	50
APPENDICES.....	58
APPENDIX A.....	59
APPENDIX B.....	103
APPENDIX C.....	106
VITA	115

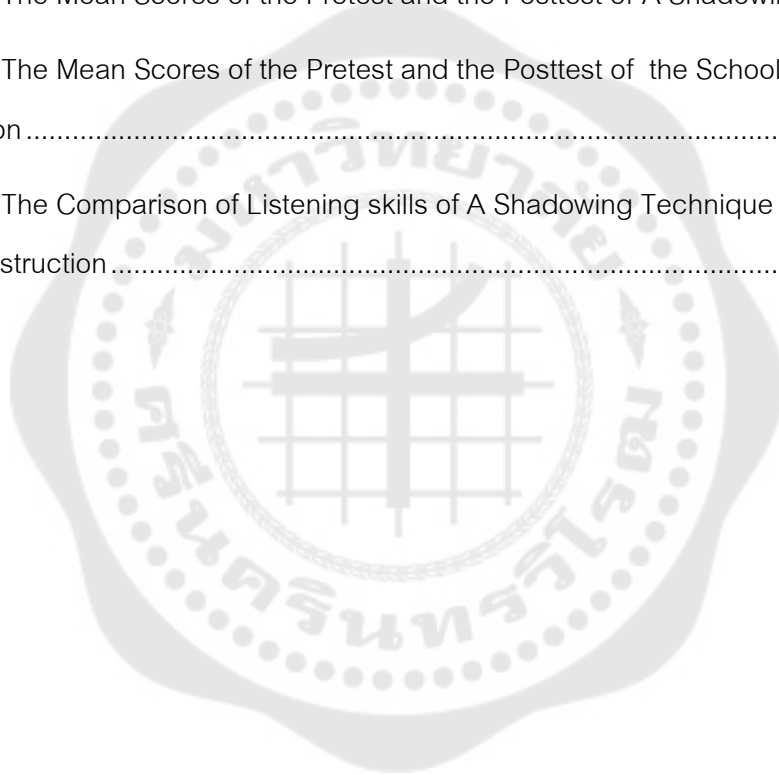


LIST OF TABLES

	Page
Table 1 Hamada's Shadowing Technique Instructions (2016)	14
Table 2 The Comparison of The Mean Score of The Experiment Group to That of The Control Group	24
Table 3 The Details of the English Listening Test	25
Table 4 Topics in Lessons Plans taught by A Shadowing Technique	25
Table 5 Conceptual Framework of The Study.....	27
Table 6 Topics in Lessons Plans taught the school-based instruction	28
Table 7 The Comparison of posttest mean score to pretest mean score	33
Table 8 The Comparison of posttest mean score to pretest mean score	35
Table 9 The Comparison of the mean scores of the experiment group to those of the control group	36
Table 10 Attitudes toward learning listening skills through A Shadowing Technique	38

LIST OF FIGURES

	Page
Figure 1 Conceptual Framework of The Study	5
Figure 2 Process of Listening (Tyagi, 2013, p. 2)	9
Figure 3 The Design of this Study	23
Figure 4 The Mean Scores of the Pretest and the Posttest of A Shadowing Technique .	34
Figure 5 The Mean Scores of the Pretest and the Posttest of the School-Based Instruction	35
Figure 6 The Comparison of Listening skills of A Shadowing Technique to the school- based instruction	37



CHAPTER I

INTRODUCTION

Background of the Study

The English language is at present considered essential in Thailand. According to Baker (2012), after the establishment of the Association of Southeast Asian Nations (ASEAN) in 2015, the English Language functions as an official lingua franca. ASEAN, in which each nation has its own language, attains effective multicultural communication by using English as its working language (Cheng, 2012; Sharifian & Clyne, 2008). Therefore, the English language has become more crucial in Thailand, as Choomthong (2014) stated that English is a significant subject that Thai students have been required to study from primary school onward. Moreover, English is considered a necessary skill for those seeking employment and career advancement (Sriussadaporn, 2006). ASEAN continues to foster cooperation between its member nations, especially economically; therefore, learning English, the community's working language, is increasingly important. With the ASEAN's member nations moving toward unity, students are expected to be able to use English skills because English provides them with better opportunities and benefits in their careers (Deerajviset, 2014).

Listening is considered an important skill for students. Listening is the activity that allows the brain to make sense of the sounds it hears, that is, to decipher and perceive messages with the intention to respond through the speaking activity (Siregar, 2017). According to Sevik (2012, p. 328), students who learn a second or foreign language will first listen, then speak, and finally, read and write. This claim is in line with Zuhriyah (2016), who asserts that listening is important in that non-native English speakers must first learn listening before speaking, reading, and writing, respectively. In addition, listening is the most frequently used skill, as many research studies showed that people spend 40-50% on listening, 25-30% on speaking, 11-16% on reading, and only 9% on writing (Latha, 2018; Morley, 1990). Moreover, listening is fundamental for improving other skills in foreign language learning (Ghanbari & Hashemian, 2014). Even though listening was formerly denied as an active skill, it is now recognized as an active

one since students cannot speak without listening or hearing first. It can be said that communication can never happen without listening (Wilson, 2008). In this regard, students with high listening skills are able to participate in communicative situations more successfully. Also, listening is a significant bridge to learning other necessary skills—speaking, reading, and writing. Listening activity is a method of learning the language by providing students with the information from which they can construct the essential knowledge to utilize the language, such as vocabulary knowledge and sentence structure, leading to the improvement of speaking, reading, and writing skills (Nation & Newton, 2009). That is, listening is the fundamental part of learning other skills. In summary, listening is the first essential skill in learning a foreign language.

Although, listening skills are important, they are often ignored. The methods of teaching English as a foreign language in Thailand mainly emphasize grammar rather than communicative approaches such as listening and speaking skills (Noom-Ura, 2013). This is because Thailand's teaching styles focus on rote-learning, teacher-centered, spoon-feeding, and so on. (Noom-Ura, 2013). Many Thai students mostly encounter English in written form, so they do not have opportunities to practice listening skills (Choomthong, 2014). It can be said that these styles of teaching, which primarily concentrate on reading and grammar, are the dominant feature of EFL classrooms in Thailand (Ratanapruks, 2015). Furthermore, Choomthong (2014) has suggested that the neglect of listening skills can be attributed to the emphasis on multiple-choice entrance examinations, such as the GAT (general aptitude test), that only require reading and grammar skills. It can be said that many Thai students do not have the opportunity to experience English spoken by both native and non-native English speakers (Suwannasit, 2019). This emphasis has sometimes led to difficulties for Thai students in communicating with foreigners in English because what they have learned in planned and organized classes does not enhance their comprehension or self-expression in unplanned and unorganized settings (Suwannasit, 2019). For these reasons, most Thai students continue to have problems and difficulties in listening, even though they have been studying English for 9-15 years on average (Supharatypthin, 2014, p. 142).

Because of the importance of listening skills and Thai students' listening problems discussed above, teaching listening should receive more attention.

There are many studies on A Shadowing Technique in English as a foreign language classroom. However, most of these studies focus on English speaking skills rather than listening skills. For example, Martinsen, Montgomery, and Willardson (2017) studied how A Shadowing Technique helped improve students' pronunciation. Likewise, Shafiee and Yavari (2019) studied the effects of using A Shadowing Technique on Iranian EFL students' speaking skills. While these studies provide a broader perspective and in-depth knowledge of A Shadowing Technique used in different demographics to elevate students' speaking skills, the studies of A Shadowing Technique focusing on listening skills are still much smaller than those on speaking skills, especially in Thailand. Therefore, this study aims to examine the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills.

Objectives of the Study

The objectives of this study are as follows:

1. To examine the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills
2. To examine the effects of the school-based instruction on Thai EFL secondary school students' listening skills
3. To compare the effects of A Shadowing Technique to those of the school-based instruction on Thai EFL secondary school students' listening skills
4. To investigate Thai EFL secondary school students' attitudes toward learning listening skills through A Shadowing Technique

Research Questions

This study addresses four research questions:

1. To what extent can A Shadowing Technique improve Thai EFL secondary school students' listening skills?
2. To what extent can the school-based instruction improve Thai EFL secondary school students' listening skills?
3. Is there any significant difference between the mean score of the students taught by A Shadowing Technique and the mean score of students taught by the school-based instruction?
4. What are the attitudes of Thai EFL secondary school students toward learning listening skills through A Shadowing Technique?

Research Hypothesis

1. The posttest mean score of students taught by A Shadowing Technique will be higher than the pretest mean score at $p = .05$.
2. The posttest mean score of students taught by the school-based instruction will be higher than the pretest mean score at $p = .05$.
3. The mean score of students taught by A Shadowing Technique was higher than the mean score of students taught by school-based instruction at $p = .05$.
4. Students will have positive attitudes toward learning listening skills through A Shadowing Technique.

Conceptual Framework of the Study

The conceptual framework of the study can be displayed in a learning process as shown in Figure 1.

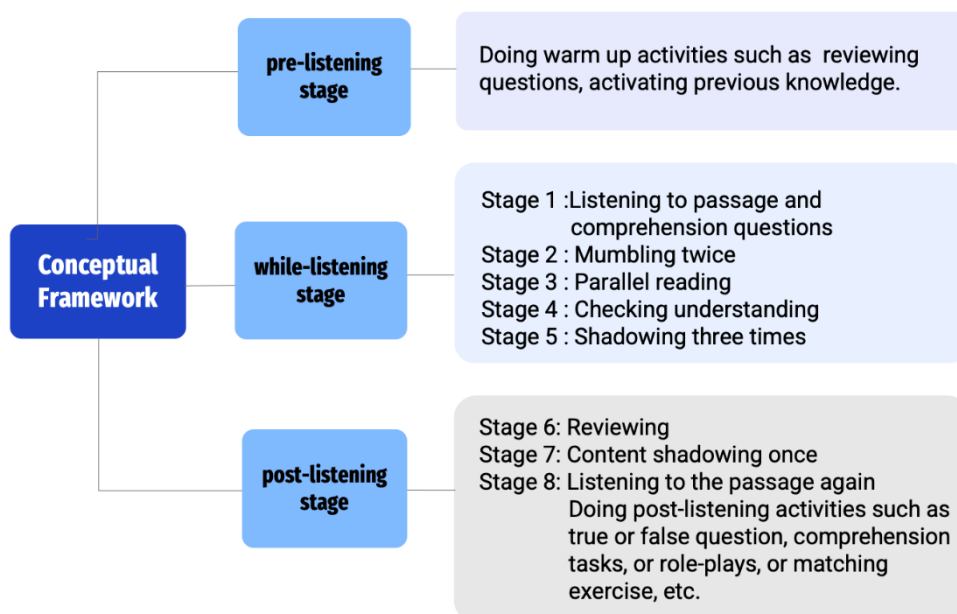


Figure 1 Conceptual Framework of The Study

Significance of the Study

The findings from this study can benefit three main groups as follows:

1. Students

This study benefited students participating in this research. It helped them improve their listening skills. Also, it will help other students who would like to improve their listening skills.

2. Teachers and Educators

The findings of this study will benefit language teachers. It will provide an alternative method for teaching English as a foreign language, especially in listening skills. Also, it can help educators to design a new curriculum to improve listening skills.

3. Other researchers

This study contributes information for other researchers who are interested in conducting a study with similar problems and variables. Also, it can be used as a guideline for future studies on enhancing students' listening skills.

Scope of the Study

This study was limited to eighth-grade students at Satreeranong School in Ranong Province, Thailand, selected by purposive sampling, and divided into two groups. One group was taught by A Shadowing Technique, and the other was taught by school-based instruction. The listening skills were limited to 1) understanding the main ideas, 2) distinguishing different sounds, and 3) identifying important points.

Definition of Terms

English as Foreign Language students (EFL students) refers to students whose English is not their primary language.

Listening skills refer to the ability to hear information and understand messages that senders try to communicate. It consists of the ability to understand the main ideas, distinguish different sounds, and identify important points.

A Shadowing Technique refers to a learning process that lets students shadow what they hear and vocalizes in order to practice their listening skills. It includes 8 stages: 1) Listening to passage and comprehension questions, 2) mumbling, 3) parallel reading, 4) silently checking understanding, 5) Shadowing three times, 6) reviewing, 7) content shadowing, and 8) listening to the passage again.

The school-based instruction refers to the method of teaching that the instructor teaches English listening following a textbook and a teacher manual chosen by a school.

Attitudes refer to the way in which a student views learning listening skills through A Shadowing Technique. Students can respond either positively or negatively through their beliefs and judgment.

CHAPTER II

LITERATURE REVIEW

This chapter provides a brief review of the following topics: listening skills, the listening process, listening strategies, components of listening skills, teaching listening skills, English as a foreign language, A Shadowing Technique, stages of the shadowing technique, and related research.

2.1 Listening Skills

2.1.1 Definition

Listening skills have been defined in many ways throughout various studies. Tyagi (2013) defined listening skills as hearing a message from a sender, which also involves psychological evaluation. Sevik (2012) states that listening skills are receptive skills, like reading, because they concentrate on obtaining data from external sources. Furthermore, Bostrom (2011) claims that listening skills are the acquisition, processing, and retention of information in the interpersonal context. Listening skills can also mean interpreting communicative behavior to understand the meaning and behavior of the sender (Burlison, 2011). Furthermore, Gilakjani and Sabouri (2016, p. 124) defined listening skills as the process of receiving and understanding a message from the sender and creating meaning by participation, creativity, and empathy. Ranggen (2016) defines listening skills as the process of actively focusing on dynamic sounds with precision and quickness in analyzing the information. In summary, listening skills are the ability to hear information and understand messages that senders try to communicate.

2.1.2 Listening Process

According to Tyagi (2013), the listening process has five stages: receiving, understanding, remembering, evaluating, and responding.

Stage 1: Receiving or hearing – Physically, it is a human response to sound waves. This is also the primary stage of the perception of sound waves, which focuses on the speaker's message. Essentially, to be able to listen, a person must hear first.

Stage 2: Understanding – At this stage, listeners analyze the meaning and comprehension of symbols and the context expressed by the sender.

Stage 3: Remembering – This stage is an essential step of the listening process in which the receiver is able to interpret the message and store it in their memory bank.

Stage 4: Evaluating – The receiver evaluates or judges a message by separating facts or opinions and specifying the presence or absence of bias in the message.

Stage 5: Responding – This stage requires the receiver to complete the listening process through verbal or nonverbal feedback. In conclusion, listening skills involve the processes of perception of information, understanding messages, and specific reactions that are demonstrated by the listener concerning the acquired auditory data. Therefore, listening skills can be regarded as a complex and dynamic process involving diverse aspects of knowledge and communicative ability. The process of listening is shown in Figure 1.

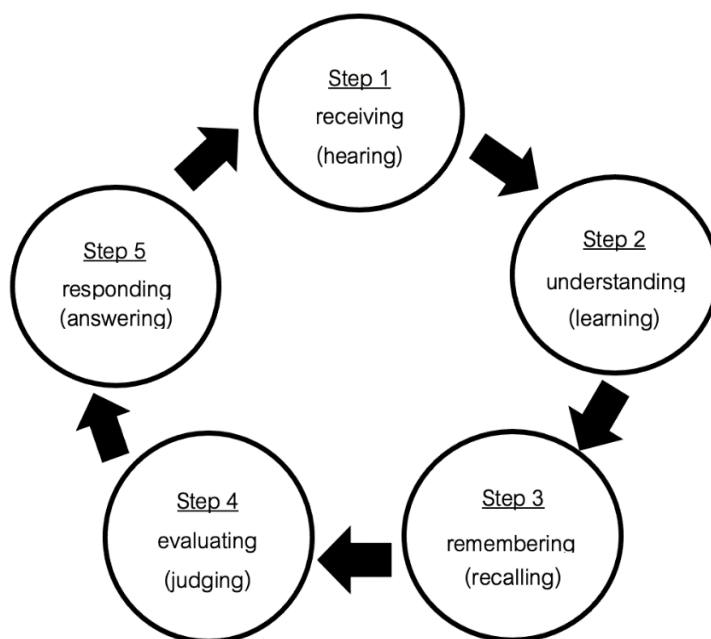


Figure 2 Process of Listening (Tyagi, 2013, p. 2)

2.1.3 Listening Strategies

Some experts suggest strategies to decode messages, including bottom-up, top-down, and interactive processing (Flowerdew & Miller, 2005; Richard, 1990; Tyagi, 2013)

Bottom-up processing relates to the listener's ability to decode linguistic components and reconstruct the speaker's messages. It focuses on understanding what a person has heard, which includes phonemes that are combined into words, phrases, and sentences. In this process, listeners need to listen to specific details and recognize cognates and word-order patterns.

Top-down processing places an emphasis on the listener's prior knowledge and experiences, rather than on sounds or words to create meaning in the information received. Such knowledge helps the listener interpret and anticipate what will come next; therefore, the listener needs to listen to the main idea, predict, and draw inferences.

Interactive processing is a combination of bottom-up and top-down processing. McClelland and Rumelhart (1981) stated that listeners' preferences to use

bottom-up or top-down processing depend on their confidence. Furthermore, Stanovich (1980) stated that the interactive process assumes that the top-down method is less significant for students with higher self-confidence, whereas those with lower confidence rely heavily on the same method. For example, a comparison between two different situations during a Skype (phone) session is given to further illustrate this theory. When the connection is poor, listeners tend to draw context and co-text or guess to decipher the message they hear. When the connection is high, listeners have more confidence in interpreting the full message they hear. In these situations, listeners use both top-down and bottom-up approaches to understand messages depending on different scenarios and situations. This proves that students have their own personal preferences when it comes to linguistic processing and that some prefer to rely more on top-down processing, whereas others prefer to rely more on bottom-up processing.

In summary, listening strategies include bottom-up top-down, and interactive processing. Bottom-up processing involves the listeners' ability to perceive and recognize sounds, words, and syntactic structures. By contrast, top-down processing relates to the listeners' background knowledge. Listeners are expected to develop their understanding of ideas and abilities to interpret messages from their previous knowledge. Lastly, the interactive process, which is considered the most effective, is a combination of the bottom-up process and the top-down process.

2.1.4 Components of Listening Skills

Several researchers have specified the components of listening skills differently. James (1984) identified six components: 1) sonic realization or the actual physical "hearing", 2) segmental/suprasegmental form or the ability to distinguish the phonemes of the language, 3) musical pitch and rhythm or the ability to distinguish the form and understand the meaning, 4) lexical phrasing or the ability to understand the meaning based on the arrangement of words, 5) the ability to understand the meaning of the sender, and 6) actualization of the message, the meaning perceived, and the response. Chastain (1988) proposes four components: 1) the ability to hear different sounds within the speech, 2) understanding the message, 3) the ability to remember the

message, and 4) the listener's comprehension skills. In addition, Rost (1994) also classified five components of listening skills: 1) general, 2) pragmatic, 3) syntactic, 4) lexical, and 5) phonological knowledge. In addition, according to Tyagi (2013), listening skills' elements involve: 1) differentiating the sounds, 2) identifying words and acknowledging their meanings, 3) indicating the grammatical word groups, 4) identifying groups of words that serve to convey meaning, 5) linking non-linguistic and paralinguistic clues to linguistic ones, 6) employing prior information to anticipate and verify meaning, and 7) comprehending key words, phrases and concepts. In brief, although many scholars have suggested various listening skills components, they share some similarities: the ability to understand the main ideas, distinguish different sounds, and identify important points.

2.1.5 Teaching Listening Skills

According to Gilakjani and Ahmadi (2011), the teaching of listening should be divided into three stages: pre-listening, while-listening, and post-listening.

The pre-listening stage is an introductory stage in which students do a warm-up activity before stepping into the course curriculum. During this stage, English as a foreign language (EFL) teachers need to set goals for each task where students are expected to "express, discuss, predict, realize items, and get as much as possible" from the listening activity. Three to four critical words should be introduced to students at this stage. Activities during this stage could include pre-teaching vocabulary and guessing the meanings of words from context.

The while-listening stage guides students to collect the necessary information through overall listening comprehension. This is the stage where bottom-up and top-down processes are activated. At this stage, students do not have to understand every word when listening, but they should be able to receive the information and immediately react to it accordingly. Activities during this stage may include listening to a conversation, English passages, or other means. Students are asked to fill in the missing parts, state the right order of events, and consider what is going to happen next.

The post-listening stage needs to be done immediately after the students finish the listening activity as this is when the teacher can obtain their immediate feedback. It is also beneficial for the students to evaluate to know if this method has been useful and effective for them. Activities that can be done during this stage include multiple choices or true and false questions, comprehension tasks or even using debates and discussions or role-plays.

2.2 A Shadowing Technique

According to Walter (2008), the word “shadow” is defined as to behave in the same way or move in the same direction as something else. A Shadowing Technique is an active and highly cognitive activity in which students can track speech vocalization as clearly as possible when they hear it (Hamada, 2011b). The pioneer of A Shadowing Technique is Tamai (1992), who described it as “the act of rehearsing information that one hears in a visible way, which is normally done invisibly in the subvocal rehearsal.”(Lambert, 1992, p. 36) stated that A Shadowing Technique is “a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, i.e., word-for-word repetition in the same language, parrot-style.” In other words, students who use A Shadowing Technique in studying a language will have little time to evaluate the message before they have to vocalize it (Kadota, 2007). In summary, A Shadowing Technique is a learning process that requires and allows students to shadow what they hear and vocalize it to practice their listening skills.

Various scholars support A Shadowing Technique for many reasons. First, A Shadowing Technique effectively stimulates the listening strategies—bottom-up, top-down, and interactive processing. With the combination of these three processing, A Shadowing Technique reinforces the phonological loop process in the working memory of students, which leads to the improvement of their listening skills. This means that A Shadowing Technique supports students’ cognitive resources and working memory system capacity (Kadota, 2007). In other words, students can deal with the various aspects of incoming sounds.

Second, A Shadowing Technique helps improve students' communication skills. Hsieh, Dong, and Wang (2013) suggested that the technique offers more opportunities for students to speak by repeating messages, which allows students to convey and express their own opinions. This technique also helps reduce anxiety in class (Chung, 2010). This, in turn, fosters self-confidence and eases anxiety in the classroom. In addition, by practicing A Shadowing Technique, students are able to produce different sounds correctly and improve their pronunciation skills. This can help them gain more confidence in public speaking (Chung, 2010).

In conclusion, A Shadowing Technique has two main advantages: it stimulates students' listening strategies and their working memory and supports communication skills.

However, this technique has some disadvantages. For example, Hamada (2011b) states that in a classroom with 30 to 40 students in the same space, students may get distracted from their classmates' voices, and this issue may be difficult for teachers to notice. Next, in A shadowing Technique stage, students' attention should be on phonological information. It is not crucial that students access meaning. However, in reality, meaning will always be processed, so A Shadowing Technique should be explained to students before they begin the learning process (Hamada, 2011b). In summary, some disadvantages of A Shadowing Technique include the involvement of classmates' voices, which may cause distraction and focus on phonological information without access to the meaning.

2.2.1 Stages of A Shadowing Technique

According to Hamada (2011b), teaching listening using A Shadowing Technique should be divided into eight stages. (See Table 1)

Table 1 Hamada's Shadowing Technique Instructions (2016)

Stage	Instructions
1	Listening to the passage and comprehension questions
2	Mumbling twice
3	Parallel reading once (shadow while reading the text)
4	Silently checking understanding
5	Shadowing three times
6	Reviewing
7	Content shadowing once (focus on both shadowing and the meaning)
8	Listening to the passage again

Stage 1 (listening to the passage and comprehension questions): Students listen to the target passage to prepare for shadowing, and they can start shadowing without vocalizing the words. Next, the teacher provides a few comprehension questions. This stage will be useful for students to compare their accomplishments in each lesson so that they know their improvement throughout the course.

Stage 2 (mumbling): At this stage, students shadow words or phrases in a low voice or inarticulately after the incoming sound without necessarily understanding the meaning of the words/phrases. Hence, the purpose of this stage is to concentrate on phonemic aspects by mimicking the words/phrases.

Stage 3 (parallel reading): Students can look at the passage while shadowing. Theoretically, A Shadowing Technique does not come with a written script; however, students should know what they are shadowing. According to Iwashita (2010), this step helps students reproduce the sounds better, but they focus on shadowing more than listening to the sound.

Stage 4 (silently check students' understanding): This is the stage for checking students' understanding by using various exercises. For example, students' true understanding can be tested using a fill-in-the-blank exercise. This testing process is crucial to ensure that students understand the words/phrases. Thus, they can review the content from their notes.

Stage 5 (shadowing three times): Students repeat shadowing of the target words or passages three times. Kadota and Tamai (2004) suggested that three times of shadowing are suitable for beginners, whereas twice is appropriate for intermediate and advanced students.

Stage 6 (reviewing): Students review what they have learned about the text. At this stage, students listen to the words/phrases one last time and shadow them. The purpose of this stage is to identify words/phrases that may still be challenging for students.

Stage 7 (content shadowing): Students shadow the target passage. Then, the students will focus on the meanings of the passage. This is one of the most challenging stages for students, according to Hamada (2011b), because students may struggle to focus on both the sounds and their meanings.

Stage 8 (listening to the passage again): At this stage, students listen to the passage once more. This time, students should feel the differences between stage 1 and stage 8, which means that their listening skills have improved. To ensure this, teachers should use another exercise with comprehension questions to check students' understanding and to evaluate the effectiveness of the shadowing technique.

2.3 Attitudes

Attitudes have been defined in a large number of studies by many specialists in different fields, such as psychology, sociology, and linguistics. The attitudes commonly refer to a neutral, positive, negative, or mixed appraisal of an object. It is the expression of one's positive or negative opinions and feelings on a place, person, object, or event ("Longman dictionary of contemporary English," 2014). Therefore, the attitudes are made up of a complicated web of evaluative ideas, beliefs and norms, sentiments, and

predispositions (Montaño & Kasprzyk, 2008). That is, the attitudes can also be displayed through one's specific acts or behaviors.

In the language area, there is also a kind of attitude showing the expression of favorable or unfavorable feelings of a language. This kind of attitude is called language attitudes, which reflects "impressions of language difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc." (Richards & Schmidt, 2014, p. 297). Thus, the attitudes towards a language present what learners feel about their target language learning. That is, language attitudes are essential factors for either enhancing learners' competence or discouraging their potentiality in language learning. Learners with positive attitudes toward the target language, their instructors, and native speakers tend to encourage their language acquisition and learning process (Hismanoglu, 2016). On the other hand, learners with negative attitudes will exhibit hesitant behavior when learning the target language, resulting in anxiety and failure.

Therefore, language attitudes are apparently significant factors for determining learners' achievement in language learning. According to Dehbozorgi (2012), both attitudes and language are crucial variables in determining language learning's success. It can be said that language attitudes are critical for the advancement or demise of learning the language (Baker, 1992).

2.4 English as a Foreign Language (EFL) Students

EFL has been defined in a number of different ways by various experts. Commonly, EFL is the term used to describe the learning of English by non-native English students in countries in which English is not considered the dominant language. EFL refers to English that is fundamental for education issue, but it has little impact on social, cultural, or national life at large (Broughton, Brumfit, Pincas, & Wilde, 2002). For example, in Thailand, the English language is considered a foreign language, given that Thai citizens do not need the English language to live their daily lives, whether for social or career advancement. That is, the English language in Thailand does not embody Thai cultural identity. Similarly, Stern (1983) claimed that EFL is a language used outside a

non-English-speaking country. In conclusion, EFL can be regarded as a language that is not imperative for native citizens' everyday life communications (Bern, 1990; Si, 2019; Tarnopolsky, 2002).

Interestingly, many students of English tend to have a motivation for learning the foreign language, whom Iwai (2011) and Peng (2012) called EFL students—the students who study English in non-English speaking countries. For EFL students, the motivational reasons to learn English as a foreign language have a clear intention: they want to be able to communicate with English-speaking tourists or friends, or they want to have the ability to read English in books, newspapers, or other media (Broughton et al., 2002).

However, many difficulties and obstacles are experienced by EFL students during the learning process. The first problem is students' limited opportunities to use English in the classroom because of teaching strategies where teachers provide passive learning for students (Peng, 2012). In accordance with this claim, EFL students lack the ability to show their language potential (Maskhao, 2002; Simpson, 2011; Zhao, 2011). The second problem is students' limited exposure to the English language (Lihong, 1995). Students who study English as a foreign language hardly experience the use of the target language on social occasions and even in their daily lives, given that the environment of classrooms and of the native country is not beneficial for active learning activities, such as speaking and listening (Yuthana, 2017 as cited in Rakangthong, 2019). That is, students have fewer chances to use English in their daily life. These have been found to be the main obstacles for EFL students. In conclusion, by considering the above major difficulties, teaching methods should be changed from passive learning to active ones, which provide students with more opportunities to use English applicably in terms of speaking, writing, reading, and listening. One of active learning method is A Shadowing Technique.

2.5 Related Research

Many studies have revealed that using A Shadowing Technique in teaching and learning can promote students' speaking skills. Shafiee and Yavari (2019) aimed to enhance the speaking fluency of EFL students by using the shadowing technique. The participants comprised 60 students at an intermediate level of English proficiency at the Jahad Danesheshgahi Language Institute in Isfahan, Iran. They were divided into four groups: a shadowing group, a tracking group, a shadowing and tracking group, and a control group. The data were collected through pre-test, post-test, and semi-structured interviews in which students answered many questions. These tests were then analyzed by *t*-test analysis. The results revealed that the post-test scores were significantly higher than the pre-test scores. The results indicated that the shadowing technique significantly improved oral fluency.

Salim, Terasne, and Narasima (2020) studied developing pronunciation through the shadowing technique among students in Indonesia. The study aimed to improve the pronunciation of students and provide new teaching methods to teachers. The participants comprised 70 students that were divided into two groups: the experimental and control groups. They were selected by random sampling. The control group was taught through a homophone e-game program, whereas the experimental group was taught using the shadowing technique. The research instruments were multiple-choice tests, lesson plans, and questionnaires. The data were analyzed by *t*-test. The results revealed that the students who were taught the shadowing technique had significantly improved their pronunciation, grammar, and vocabulary.

Similarly, Hsieh et al. (2013) studied the effects of the shadowing technique on English pronunciation. This study aimed to investigate the English intonation acquisition employed by EFL students from National Taiwan University. The participants of this study included 14 non-English major students who were separated into control and experimental groups. The data were collected via a test. The findings revealed that the students had significant improvements in intonation, fluency, word pronunciation, and overall pronunciation.

Likewise, Sugiarto, Prihantoro, and Edy (2020) conducted investigations into the impact of the shadowing technique on tertiary students' English pronunciation. The study was carried out by engaging 40 participants of tertiary English students at IAIN Curup, Bengkulu, Indonesia. In the study, the randomly selected students were split into two groups. For the first group, 20 students were taught English pronunciation using a conventional technique, whereas the 20 other students in the second group were taught using the shadowing technique. The students of both groups were given a pretest and a posttest to compare the test scores of the students taught by the conventional and shadowing techniques. The findings indicated that the shadowing technique had a positive impact on the targeted students' English pronunciation. The improvement in the students' English pronunciation was represented by the "accurate pronunciation of individual sounds such as monophthongs, diphthongs, triphthongs and semi-vowels, consonants, and consonant cluster sounds." (Sugiarto et al., 2020).

Similarly, Cahyaningsih (2019) aimed to improve students' speaking skills through the use of imitation and shadowing techniques. The participants of this study comprised 30 students in MTsN 2 Trenggalek School, Indonesia. They were selected by purposive sampling. The results showed that imitation and shadowing techniques by using English Transcript Video contributed to the improvement of the students' speaking skills.

Studies on the development of students' listening skills by using the shadowing technique have also been conducted. Hamada (2011b) conducted many studies on the shadowing technique. One study investigated the effects of the technique on listening comprehension skills and phoneme perception. The participants included forty-three students of EFL at Japanese National University. The participants were divided into low- and intermediate-proficiency groups using the pre-test results. The results of this study showed that phoneme perception of students in both groups was improved, especially in the low-proficiency group, which supports the assumption that the shadowing technique can significantly promote students' listening skills.

Hamada (2011a) also researched the improvement of listening comprehension skills through shadowing with difficult materials to challenge the widespread common understanding that shadowing with easy materials was the most effective way to improve listening comprehension skills in comparison to shadowing with difficult materials. In the study, seventy-three students were divided into two experimental studies to examine how difficult lessons can improve students' listening comprehension skills. The first study, which comprised of forty-four Japanese first-year high school students, investigated how their listening comprehension skills would develop by shadowing with difficult high school materials from a high-level English textbook, *Crown I*, and what aspects of listening comprehension skills they would improve. The second study was conducted by engaging twenty-nine high school third-year students. They were examined using an authentic and difficult textbook, *Obama Speech Collection*, which contains seventeen sets of passages, to promote the findings of the first study and inspected the productiveness of difficult materials from a diverse facet. The findings of the study suggested that shadowing with difficult materials could enhance students' listening comprehension skills, especially the skill to identify the sounds they were listening to.

Even though the effectiveness of the shadowing technique has been affirmed, Hamada found the limitation of the study of shadowing technique: students' individual differences. Hamada (2012) also conducted research aimed at exploring a more productive method to develop students' listening comprehension skills to deal with individual differences and difficulties with lessons. Fifty-nine first-year Japanese students (37 male and 22 female) majoring in nursing, engineering, and education at the Japanese National University participated in this experiment. The participants were classified into three levels (basic, intermediate, and advanced) and divided into two groups: an experimental group and a control group. The control group practiced shadowing by using textbooks, such as *The TOEIC Test New Official Book* (2009, as cited in Hamada, 2012), of similar difficulty levels. The experimental group practiced by "using less challenging and more challenging materials alternately" (Hamada, 2017, p.

6). Those targeted groups were also given the listening pre- and post-tests to measure which group improved more. The findings of the study revealed that students could develop their listening comprehension skills more rapidly when using a combination of different difficulties of materials, given that some students possess high proficiencies and motivation, whereas some did not.

Ginting (2019) also studied the effects of the shadowing technique on students' listening skills. The participants comprised 80 students from the English Department at the Universitas Negeri Medan, Indonesia. They were selected via simple random sampling and divided into an experimental group and a control group. The data were collected through a listening test. The results of the study showed that students' listening skills were significantly improved after applying the shadowing technique.

The previous research studies discussed above indicated that applying the shadowing technique is an effective teaching method to enhance students' speaking skills. However, the effects of the technique on developing students' listening skills are still limited. Hence, the researcher aimed to investigate the effects of teaching English listening skills through the shadowing technique on EFL students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is to present research methodology. It illustrates: 1) the research design, 2) the participants, 3) the research instruments, 4) the validity and reliability of the research instruments 5) the data collection procedures and 6) the data analysis.

Research Design

This study was a mixed methods research design to examine the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills and to investigate Thai EFL secondary school students' attitudes toward learning listening skills through A Shadowing Technique at Satreeranong School in Ranong province, Thailand. Johnson, Onwuegbuzie, and Turner (2007, p. 123) define mixed methods as the kind of research in which a researcher combines sections of qualitative and quantitative research approaches. As a result, this study collected both quantitative and qualitative data. The quantitative data included students' English listening pretest and posttest scores, and the data from the questionnaire. Semi-structured interviews were used to collect qualitative data. The results from the questionnaire were triangulated with the results from the interviews to answer the fourth research question. A triangulation method, according to Creswell and Creswell (2018, p. 51) is used to "gather both qualitative and quantitative data simultaneously, integrate the data, and apply the results to comprehend a study problem."

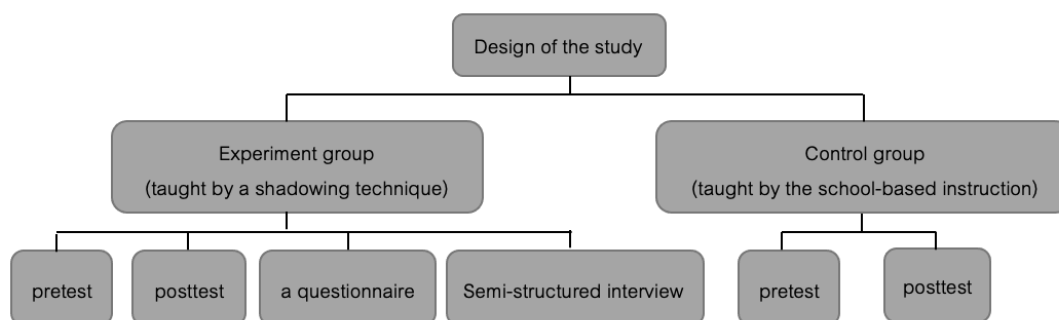


Figure 3 The Design of this Study

Participants

The participants of the study were 78 eighth-grade students in the first semester of the 2021 academic year at Satreeranong school in Ranong province. They were selected via purposive sampling method divided into two groups that were taught by the researcher: the experimental group (38 students) and the control group (38 students). The experimental group was taught using A Shadowing Technique while the control group was taught using the school-based instruction.

The reasons for selecting these participants are: (a) English teaching in this school methods have been mainly focused on grammar and translation more than communication; as a result, the students' listening skills scores for midterm and final examination of the academic year 2020 were at a low level; (b) One of the goals of the school's curriculum was to improve students' English competency; (c) Ranong province is also a secondary city where is promoted to be tourists' destination (Tourism Authority of Thailand, 2018). Thus, using new teaching strategies, such as A Shadowing Technique, to assist students' English listening skills were benefit students' English listening skills and their daily life.

Table 2 The Comparison of The Mean Score of The Experiment Group to That of The Control Group

Group	n	M	SD	df	t	p
A Shadowing Technique	38	9.71	2.67	37	1.65	.10
The school-based instruction	38	8.52	3.26			

Before the experiment, to compare the listening skills knowledge of participants in the experimental group taught by A Shadowing Technique, and the control group taught by the school-based instruction, students in both groups were asked to do the pre-test. Mean scores, standard deviations, and the Dependent Samples *t*-test were used to analyze the data from the pre-test. The results are shown in Table 2.

As presented in Table 2, the results reveal that before the experiment, it was found that there were no statistically significant differences ($t(37) = 1.65, p = .10$) between the pretest mean score of students taught by A Shadowing Technique ($M = 9.71, SD = 2.67$) and that of students taught by the school-based instruction ($M = 8.52, SD = 3.26$). This suggests that before the experiment, students in both groups had listening skills at the same level. The result can contribute that, this research is not biased in choosing participants, and they were suitable to be comparable.

Research Instruments

The instruments used in this study included an English listening test, lesson plans based on A Shadowing Technique, a questionnaire, and semi-structured interviews. The details as follows:

An English Listening Test

An English listening test was designed by the researcher for pretest and posttest to determine students' English listening skills before and after the treatment. The test comprised 20 multiple-choice items. It measured: 1) understanding the main

ideas (5 items), 2) distinguishing different sounds (7 items), and 3) identifying important points (8 items). The Details in each part of the English listening test are shown in Table 3. (See Appendix C).

Table 3 The Details of the English Listening Test

Parts of the English Listening Test	Numbers of Items	Items in the Vocabulary Test
understanding the main ideas	5	7, 10, 13, 16, 19
distinguishing different sounds	7	1, 2, 3, 4, 5, 6, 14
identifying important points	8	8, 9, 11, 12, 15, 17, 18, 20
Total	20	

Lesson Plans Based on A Shadowing Technique

Five lesson plans were created to teach listening skills. The topics of each lesson plan are as follows:

Table 4 Topics in Lessons Plans taught by A Shadowing Technique

Lesson Plans	Topics	Time
1	Who's in Charged?	90
2	The School Magazine	90
3	That's entertainment	90
4	News events	90
5	How far is it?	90

To design the lesson plans, Hamada's teaching listening using A Shadowing Technique (Hamada, 2017) and Gilakjani and Ahmadi's the method of listening teaching were employed as a framework (Gilakjani & Ahmadi, 2011). To specify, the teaching process was divided into three phases--pre-listening, while-listening, and post-listening, and the eight stages of A Shadowing Technique were blended into these three phases.

In the pre-listening phase, students participate in a warm-up activity before stepping into the lesson. Warm-up activities include reviewing questions, activating previous knowledge and/or introducing students to the current lesson. The purpose of this phrase is to motivate students in the lesson.

The while-listening phase includes the main learning activities. It covers stage 1, 2, 3, 4, and 5 of the shadowing technique. It starts with the first stage of A Shadowing Technique or *'listen to the passage and comprehend questions'*. Students listen to the passage to prepare for shadowing. After that, they begin to shadow the passage without vocalizing words and answer a few comprehension questions. Then, in the second stage of the shadowing technique or *'mumbling once'*, students shadow words or phrases in a low voice without a text. Next, in the third stage or *'parallel reading'*, a written version of the passage is given to students. Theoretically, A Shadowing Technique does not come with a written script; however, it is helpful for students to know what they are shadowing. In stage 4 of the shadowing technique, namely *'silently check students' understanding'*, the teacher checks students' understanding using various exercises such as filling in a blank or matching. This stage helps to ensure that they understand the words/phrases that they hear. In this stage, they can review the content from their notes. In the next stage of A Shadowing Technique or *'shadowing three times'*, students repeat shadowing the target words or phrases three times.

Finally, the post-reading phase comprises the last 3 stages of the shadowing technique, which is stage 6, 7, and 8. In Stage 6, *'reviewing the text'*, students review what they have learned about the text by listening to the words/phrases and shadowing them again. The purpose is to identify words/phrases that may still be challenging for students. In the next stage, stage 7 or *'content shadowing'*, students shadow the target

passage. After shadowing the passage, students focus on the meanings of the passage. Lastly, in stage 8 or '*listening to the passage again*', students listen to the passage again. Then, the teacher reviews the lesson and check students' understanding by post-listening activities such as true or false questions, comprehension tasks, role-plays, matching exercise, etc. The teaching process is also shown in Table 5.

Table 5 Conceptual Framework of The Study

Teaching listening process	A Shadowing Technique
Pre-listening stage	Doing warm-up activities such as reviewing questions and activating previous knowledge.
While-listening stage	Stage 1: Listening to passage and comprehension questions Stage 2: Mumbling twice Stage 3: Parallel reading Stage 4: Checking understanding Stage 5: Shadowing three times
Post-listening stage	Stage 6: Reviewing Stage 7: Content shadowing once Stage 8: Listening to the passage again Doing post-listening activities such as true or false questions, comprehension tasks, role-plays, or matching exercises, etc.

Lesson Plans Based on the School-Based Instruction

Lesson plans for the control group were designed. The contents were similar to lesson plans based on A Shadowing Technique. Lesson plans were designed to teach listening through school-based instruction. These lesson plans followed a textbook and teacher manual chosen by the school where the participants studied. Warm-up, presentation, practice, and production were the four stages of this teaching process. In the first stage, warm-up, the teacher uses questions to activate students' prior knowledge and encourage them to connect their personal experiences to the target conversation and passage. In the second stage, presentation, the teacher leads students to the lesson's topic. Then, the teacher teaches listening lessons based on a textbook. In the third stages, practice, students practice and listen to a conversation. In the last stage, production, students complete post-stage tasks. The topics of each lesson plan are shown in Table 6.

Table 6 Topics in Lessons Plans taught the school-based instruction

Lesson Plans	Topics	Time
1	Who's in Charged?	90
2	The School Magazine	90
3	That's entertainment	90
4	News events	90
5	How far is it?	90

A Questionnaire

A questionnaire was designed by the researcher to examine students' attitudes toward learning listening skills through A Shadowing Technique. It included 10 statements with positive and negative items by using 5-point Likert scale: 5 = Strongly agree; 4 = Agree; 3 = Neutral; 2 = Disagree; and 1 = Strongly disagree.

Semi-structured interviews

Interviews were designed to gain qualitative aspects. That is, it was used to investigate students' attitudes toward listening learning through A Shadowing Technique and to elicit the results from the questionnaire. This interview method was chosen because it allowed informants to use their own words to describe their thoughts. Additionally, it delivered reliable and comparable qualitative data (Fraenkel, Wallen, & Hyun, 2015). After the experiment, the researcher asked students to volunteer to be interviewed. The questions are as follows:

- 1) Do you enjoy learning English through A Shadowing Technique?
- 2) How does A Shadowing Technique encourage you in listening class?
- 3) Does A Shadowing Technique help you listen to English with confidence?
How?

Validity and Reliability

To determine the validity, three experts were asked to review the instruments which are lesson plans, an English listening test, and the questionnaire by using the evaluation form (Item-Objective Congruence Index, IOC). The specialists were three English teachers who had teaching experience more than five year. Items with scores higher than or equal to 0.75 were considered acceptable; those with scores below 0.75 were revised in accordance with the comments (Turner & Carlson, 2003).

To examine the reliability, 38 eighth grade EFL students at Satreeranong School, who were not participants in this study but were part of a different class. The three instruments were tried out with 38 eighth grade EFL students. The reliability coefficient Cronbach's alpha was used to examine the data. The instruments' reliability ratings of the test and the questionnaire were respectively 0.75 and 0.79. Therefore, all of the instruments were suitable to be used in this investigation of the study because Cronbach's alpha value was higher than 0.7 (Hair, Hult, Ringle, & Sarstedt, 2016; Nunnally & Bernstein, 1994, p. 265).

Data Collection

The experiment was conducted in the first semester of the 2021 academic year at a secondary school, in Ranong, Thailand. To assess their English listening skills before starting the experiment, students in the control and experimental groups were requested to take the pretest in the first week. In the second week, both groups were taught using different methods for five sessions per group. The experimental group was taught by A Shadowing Technique, while the control group was taught by school-based instruction. After the instruction, students were asked to do the posttest.

An English listening posttest was administered in the seventh week of the experiment. The students in the experimental group were asked to answer a questionnaire. This is to study students' attitudes toward learning listening skills through A Shadowing Technique. Then, the eighth week the researcher asked students in the experimental groups to volunteer for the interviews; the interviews were conducted in Thai to avoid language barrier.

Data Analysis

The data from the research instruments were analyzed as the following:

1. The data from the pre-test and post-test were analyzed by mean scores, standard deviations, and the *t-test* analysis. The Dependent Samples *t-test* were employed to compare whether there were any differences in the pretest and posttest mean scores of students in both groups. The Independent Samples *t-test* were used to compare whether there were any differences in the post-test mean scores of students in the control and the experimental groups.

2. The data from the questionnaire were scored as followed:

For negative items

Opinion	Score
Strongly agree	= 1
Agree	= 2
Neutral	= 3

Disagree = 4

Strongly disagree = 5

For positive items

Opinion Score

Strongly agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly disagree = 1

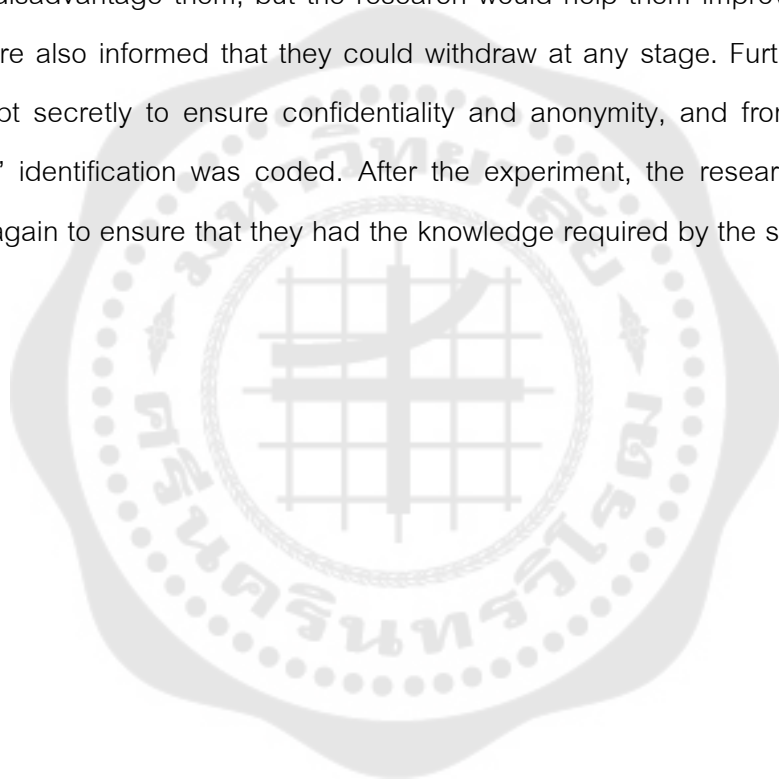
The data from the questionnaire were analyzed by mean scores and standard deviations. The level of students' attitudes was determined using the following criteria of the Pimentel (2019, p. 185):

<i>Mean scores</i>	<i>Scale Level</i>
0 - 0.99	Highly negative
1.00 - 1.99	Negative
2.00 - 2.99	Average
3.00 - 3.99	Positive
4.00 - 4.99	Highly positive

3. The data from the interview were analyzed by the content analysis. The process were adapted from the suggestions of Pope and Mays (2020). The process was 1) interviewing five volunteers from the experiment group taught by A Shadowing Technique, 2) transcribing the data, 3) finding the frequency of the information, 4) identifying the interesting data, 5) organizing them into a category-- improving listening skills, motivation, and learning environment, and 6) discussing descriptively with the plausible explanation.

Ethical Considerations

Ethics in human research was designated to protect participants in the research and approved by the Office of research ethics (no. SWUEC-G-378/2564). All the students were involved in the study voluntarily. In the first week, the students were asked to sign the consent form to participate in this study. Participants were informed about the objectives and the procedure of the study. All stages in the study were explained to the students. They understood that involvement did not disadvantage them, but the research would help them improve listening skills. They were also informed that they could withdraw at any stage. Furthermore, all data were kept secretly to ensure confidentiality and anonymity, and from the project for students' identification was coded. After the experiment, the researcher taught both groups again to ensure that they had the knowledge required by the school curriculum.



CHAPTER IV

FINDINGS

This chapter was conducted to examine the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills. Additionally, it aimed to investigate Thai EFL secondary school students' attitudes toward learning listening skills through A Shadowing Technique. This chapter focuses on the results of the data analysis presented based on the objectives of this study. There are four sections in this chapter. The first section of the chapter presents the effects of A Shadowing Technique and the school-based instruction on Thai EFL secondary school students' listening skills. The second section presents students' attitudes toward learning listening skills through A Shadowing Technique. The analysis of results from the interview data is also discussed.

4.1 The effects of A Shadowing Technique on Thai EFL secondary school students' listening skills

In order to investigate the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills, mean scores, standard deviations, and the Dependent Samples *t*-test were employed to analyze the pretest and posttest. The results were presented in Table 7.

Table 7 The Comparison of posttest mean score to pretest mean score

Group	n	<i>M</i>	Max	Min	<i>SD</i>	<i>d</i>	<i>t</i>	<i>df</i>	<i>p</i>
Posttest	38	12.32	17	5	3.04	0.91	-3.55	37	.00*
Pretest	38	9.71	16	5	2.67				

**p*<.001

It was found that the first hypothesis, the post-test mean score of students taught by A Shadowing Technique was higher than the pretest mean score, was supported by the data. There were statistically significant differences in the pretest and posttest mean scores of students' listening skills ($t(37) = -3.55, p < .001$). The mean score of the pretest was 9.71 ($SD = 2.67$) whereas the posttest mean score was 12.32 ($SD = 3.04$). The posttest score was significantly higher than the pretest score. Therefore, the results indicate that A Shadowing Technique had the potential in enhancing Thai EFL secondary school students' listening skills. The results are also shown in Figure 4. Furthermore, Cohen's effect size value ($d=0.91$) suggests a large effect of A Shadowing Technique on Thai EFL secondary school students' listening skills (Cohen, 1988).

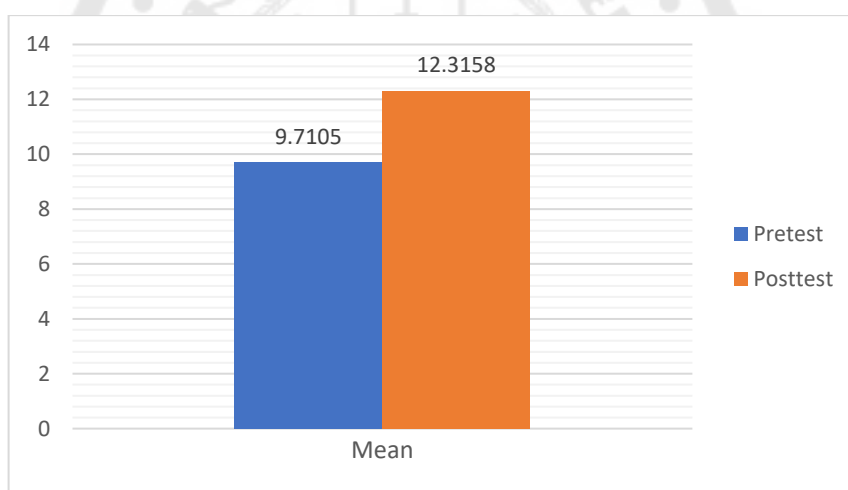


Figure 4 The Mean Scores of the Pretest and the Posttest of A Shadowing Technique

4.2 The effects of the school-based instruction on Thai EFL secondary school students' listening skills

To explore the effects of the school-based on Thai EFL secondary school students' listening skills, mean scores, standard deviations, and the Dependent Samples t -test were employed to analyze the mean scores of the pretest and posttest. The results are presented in Table 8.

Table 8 The Comparison of posttest mean score to pretest mean score

Group	n	<i>M</i>	Max	Min	<i>SD</i>	<i>d</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pretest	38	8.53	18	2	3.27	0.33	-3.18	37	.00*
Posttest	38	9.58	18	2	3.07				

* $p < .001$

Table 8 revealed that the second hypothesis, the posttest mean score of students taught by the school-based instruction was higher than the pretest mean score, was supported by the data. The results indicate that there were statistically significant differences in the mean scores of the pretest and the posttest ($t(37) = -3.18, p < .001$). The pretest mean score was 8.53 ($SD = 3.27$) while the posttest mean score was 9.58 ($SD = 3.07$). This means that the posttest mean score was significantly higher than the pretest mean score. The analysis points out that school-based instruction had positive effects on listening skills. The results are also shown in Figure 5. Also, Cohen's effect size value ($d = 0.33$) suggests a small effect of the school-based instruction on Thai EFL secondary school students' listening skills (Cohen, 1988).

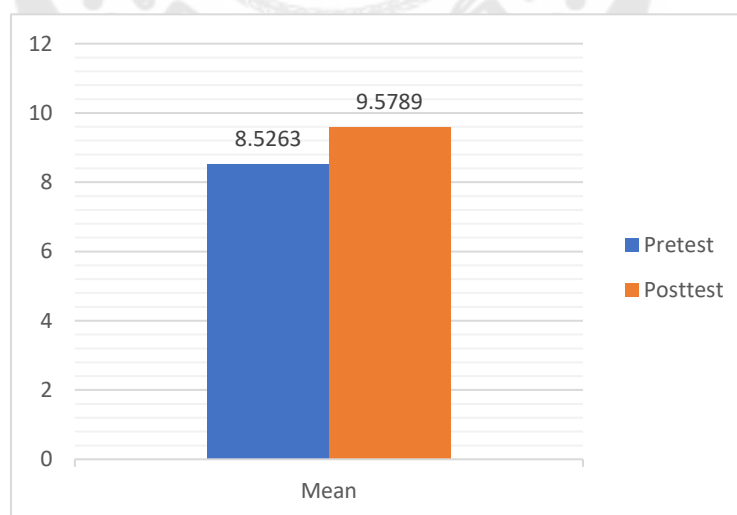


Figure 5 The Mean Scores of the Pretest and the Posttest of the School-Based Instruction

4.3 The comparison of A Shadowing Technique to the school-based instruction

In order to compare the effects of A Shadowing Technique to the school-based instruction, the mean scores of both groups were compared using the Independent Samples *t*-test to determine the presence of a significant difference. The results were presented in Table 9.

Table 9 The Comparison of the mean scores of the experiment group to those of the control group

	Group	n	M	SD	df	t	p
Pretest	A Shadowing Technique	38	9.71	2.67	37	1.65	.10
	the school-based instruction	38	8.52	3.26			
Posttest	A Shadowing Technique	38	12.31	3.04	37	3.78	.00*
	the school-based instruction	38	9.57	3.07			

* $p < .001$

According to Table 9, the third hypothesis, the mean score of students taught by A Shadowing Technique was higher than the mean score of students taught by the school-based instruction, was supported by the data. The results show that before the experiment, it was found that there were no statistically significant differences ($t(37) = 1.65, p = .10$) in the pretest mean scores of students taught by A Shadowing Technique ($M = 9.71, SD = 2.67$) and that of students taught by school-based instruction ($M = 8.52, SD = 3.26$). This suggests that students in both groups had listening skills at the same level.

After the treatment, the listening skills mean score of the students taught by A Shadowing Technique was significantly different from that of students taught by school-based instruction ($t(37) = 3.78, p = .001$). The mean score of the students taught by A Shadowing Technique was 12.31 ($SD = 3.04$), and that of students taught by school-based instruction was 9.57 ($SD = 3.07$). This can be concluded that the scores of the students taught by A Shadowing Technique were significantly higher than students

taught by school-based instruction. The mean scores of both groups are presented in Figure 6.

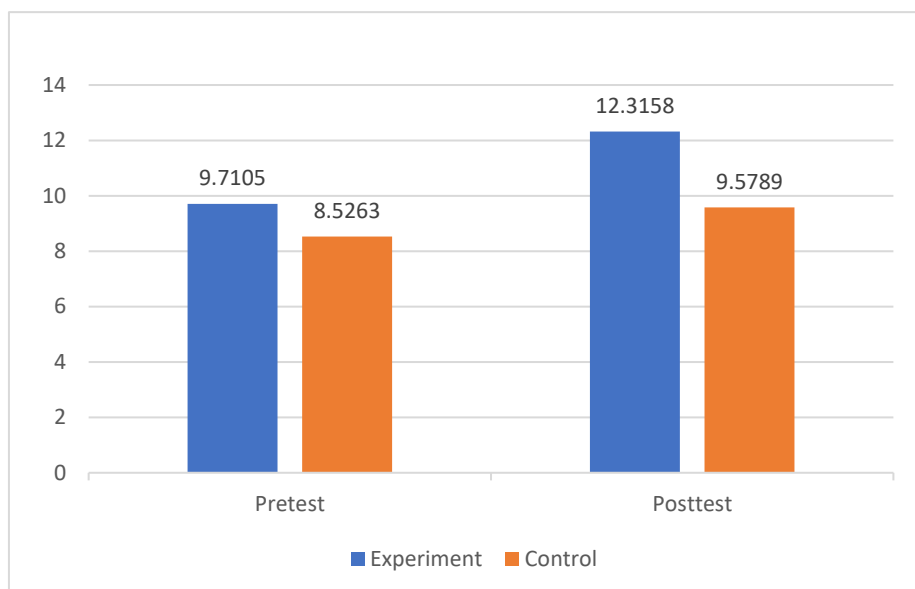


Figure 6 The Comparison of Listening skills of A Shadowing Technique to the school-based instruction

In sum, the results show that both A Shadowing Technique and the school-based instruction improved students' listening skills, but A Shadowing Technique better improved students' listening skills. The following section concerns the results from the questionnaire and the semi-structured interviews to show students' attitudes toward learning listening skills through A Shadowing Technique.

4.4 Students' attitudes toward learning listening skills through A Shadowing Technique.

To investigate attitudes toward learning listening skills through A Shadowing Technique of the experimental group after the instruction, the data were collected from the questionnaire and the semi-structured interviews.

The Questionnaire

The data obtained from the questionnaire were scored and analyzed based on (Pimentel, 2019, p. 185). The results are analyzed and displayed in Table 10.

Table 10 Attitudes toward learning listening skills through A Shadowing Technique

Items	Statements	n	M	SD	Level
1	Activities in class allowed me to practice listening skills.	38	4.15	0.67	Highly Positive
2	Activities in class were not useful to improve my listening skills. *	38	3.86	1.04	Positive
3	I enjoyed doing activities in class.	38	4.07	0.78	Highly Positive
4	Activities in class were too difficult. *	38	3.15	0.71	Positive
5	Learning listening skills through A Shadowing Technique wastes my time. *	38	3.81	0.95	Positive
6	Activities in class helped me to have more confidence in listening to English	38	3.92	0.78	Positive
7	I wanted to study English subject because I liked activities in class.	38	3.92	0.81	Positive
8	Activities in class were boring. *	38	3.92	0.88	Positive
9	The teacher's techniques were ineffective in improving my listening skills. *	38	4	1.03	Highly Positive
10	I could apply the knowledge I learned in class to my daily life.	38	4.10	0.72	Highly Positive
Total		38	3.89	0.28	Positive

*Negative statement

Table 10 revealed that the fourth hypothesis, students had positive attitudes toward learning listening skills through A Shadowing Technique, was supported by the data. The results show that students had positive attitudes towards learning listening skills through A Shadowing Technique ($M = 3.89$). This means that students favored learning listening skills by using A Shadowing Technique. The statements of the highest agreement were: "Activities in class allowed me to practice listening skills," ($M= 4.15$), and "I could apply the knowledge I learned in class to my daily life." ($M= 4.10$). In addition, students thought that the technique of teaching is enjoyable. As shown in table 10, the statements "I enjoyed doing activities in class" ($M= 4.07$), and "The teacher's techniques were ineffective in improving my listening skills" ($M= 4$) * were rated at a highly positive level. From the mean scores, it can be interpreted that students perceived that the teaching listening skills through A Shadowing Technique assisted their listening skills and increased their motivation in learning.

Although there were five statements that received the lowest scores compared to other statements, the mean scores were still at a positive level. These statements were: "Activities in class were too difficult" ($M= 3.15$), * "Learning listening skills through A Shadowing Technique wastes my time." ($M= 3.81$), * "Activities in class were not useful to improve my listening skills" ($M= 3.86$), * "Activities in class helped me to have more confidence in listening English" ($M= 3.92$), and "I wanted to study English subject because I liked activities in class" ($M= 3.92$). Although these five statements received the lowest scores compared to other statements, the mean scores are still at a positive level.

Semi-structured Interviews

In this study, students taught by A Shadowing Technique were asked to volunteer for interviews, and there were 5 students who volunteered to participate in the interview session. The data from the interview were analyzed by content analysis. The process of the content analysis was 1) interviewing five volunteers from the experiment group taught by A Shadowing Technique, 2) transcribing the data, 3) finding the frequency of the information, 4) identifying the interesting data, 5) organizing them into a

category-- improving listening skills, motivation and learning environment, and 6) discussing descriptively with the plausible explanation. It was found that the results from interviews supported the results from the questionnaire. Specifically, the students had very positive attitudes toward learning listening skills through A Shadowing Technique. The details were as follows:

Students thought that A Shadowing Technique helped to improve their listening skills. All five interviewed students (100%) said that this teaching method provided chances for them to practice listening skills. For example, one student expressed, "I am better in listening skills after shadowing the words or sentences." Another student reported, "I had opportunities to practice listening skills because there were several games in each lesson, so I enjoyed all activities so much." One student shared her ideas during the interview, "I liked the activities in Stage 8 and post-Listening activities such as Kahoot game, Ring-Ring a Call Game, and Listen and Draw in which I needed to apply the information from the passage or conversation to each game and I felt that our listening skills were improved." Another student said, "I could adapt knowledge in class to my daily life such as listening to music, broadcast, or other speech outside the classroom; consequently, I could practice listening skills with other interesting materials. Also, one student said, "A Shadowing Technique facilitated me to learn listening skills more than other methods because the teacher allowed me to learn by myself from stage 1 to post activities." Besides, he said, "I could not only distinguish different sounds but also identify important points as well as main ideas because I had heard the correct pronunciation of each word or sentence through eight stages of A Shadowing Technique."

Furthermore, A Shadowing Technique motivated students to do listening activities. Three students (60%) agreed that A Shadowing Technique encouraged them to learn listening skills in class. Two students (40%) responded that activities in the classroom were interesting and enjoyable. For instance, one student commented, "I became more concentrated on my study because all games were challenging for me, so I could compare my improvement from the beginning to the end of the class." There

was one student expressed, "The teacher's teaching technique was good because it created a comfortable atmosphere which made me want to learn more and more." Another student thought, "I had chances to express my ideas and expressions without worrying about mistakes while participating in activities, and I was able to apply A Shadowing Technique to learning listening skills because it helped to memorize words and expressions. Additionally, one student said, "this technique is so useful because it helped me become more self-confident and reduce anxiety while I was practicing listening skills in the class; as a result, I felt more active and interested in listening activities."

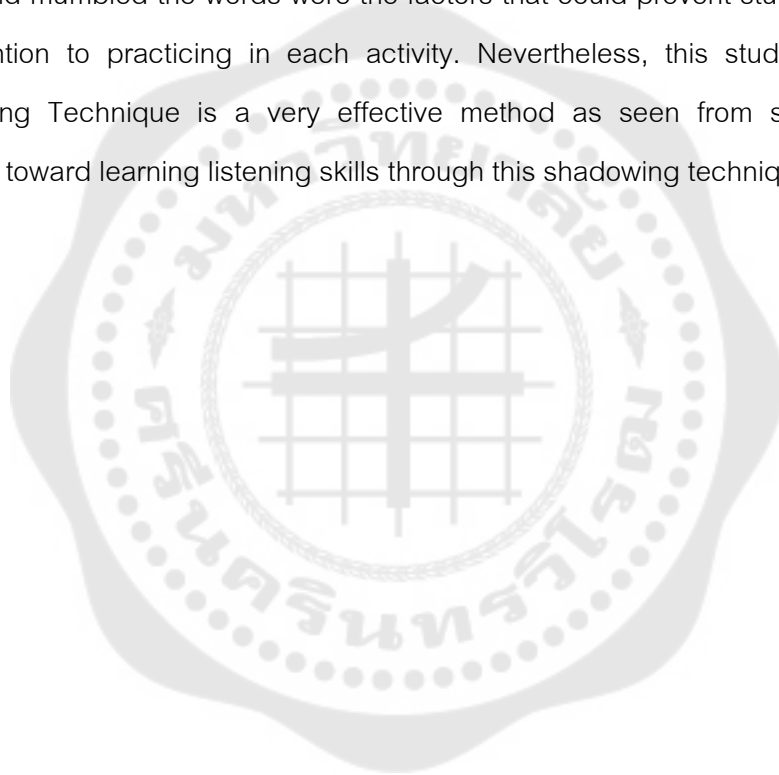
In addition, it was found that A Shadowing Technique enhanced students' speaking skills and vocabulary knowledge. All of the interviewees (100%) expressed that their pronunciation was getting better because they shadowed the words or sentences, they heard. This enables them to pronounce the words or sentences correctly. Also, two students said they liked this technique because it helped them improve intonation, accents, and fluency in speaking after participating in listening activities. Moreover, while he was listening to what the speaker said, he wrote new English words that he did not know before, so he also gained new vocabulary knowledge.

However, some students (20%) commented about the flaws of A Shadowing Technique. Firstly, they thought that there was not enough time for all activities in one lesson. For example, one student reported if the time was 120 minutes, it would be better for him to spend time on each activity, and he did not need to be hurried. Secondly, they agreed that their friends' voices annoyed them while practicing each activity. For instance, one student said that there were 38 students in her classroom, so her friends' voices sometimes bothered her.

In conclusion, the results of the questionnaire and the interviews showed that students favored learning listening skills through A Shadowing Technique. From students' responses, A Shadowing Technique helped improve students' listening skills through many activities that encouraged them to practice shadowing more than once.

This technique also motivated students to learn listening skills through doing various listening activities. This is because the activities in the classroom were interesting and enjoyable.

Moreover, A Shadowing Technique enhanced students' speaking skills, and vocabulary knowledge. However, there are also disadvantages to learning listening skills through this technique. Firstly, time was not enough for students to do all activities in one lesson. Secondly, voices and sounds that simultaneously occurred once students heard and mumbled the words were the factors that could prevent students from giving full attention to practicing in each activity. Nevertheless, this study proved that A Shadowing Technique is a very effective method as seen from students' positive attitudes toward learning listening skills through this shadowing technique.



CHAPTER V

CONCLUSION AND DISCUSSION

This study aimed to examine the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills. Furthermore, it aimed to investigate EFL students' attitudes toward learning listening skills through A Shadowing Technique. This chapter presents the conclusion that describes the purposes of the study, the research methodology, and the findings of the study. Moreover, it presents a discussion of the study. The implications of the study, limitations, and recommendations for further studies are also presented.

Conclusion

This study was conducted for the following objectives:

1. To examine the effects of A Shadowing Technique on Thai EFL secondary school students' listening skills
2. To examine the effects of the school-based instruction on Thai EFL secondary school students' listening skills
3. To compare the effects of A Shadowing Technique to those of the school-based instruction on Thai EFL secondary school students' listening skills
4. To investigate Thai EFL secondary school students' attitudes toward learning listening skills through A Shadowing Technique

The participants of the study were 76 students. They were eighth-grade students who studied in the first semester of the 2021 academic year at Satreeranong school in Ranong province. The students were divided into two groups: the experiment group (38 students) and the control group (38 students). The instruments used in this study were 1) five lesson plans based on A Shadowing Technique, 2) an English listening test, 3) a questionnaire to examine Thai EFL secondary school students' attitudes toward learning listening skills through A Shadowing Technique, and 4) semi-structured interviews. Mean score, standard deviation, and the *t*-test analysis were

employed to analyze the quantitative data while content analysis was used to analyze the qualitative data.

Before the experiment, the participants in both groups took the pretest. The purpose of the pretest was to determine the participants' background knowledge of listening skills. Then, they were taught using two different methods. The experimental group was taught using A Shadowing Technique, while the control group was taught using school-based instruction.

After eight weeks of instruction, students in both groups took the posttest to examine their listening skills. The posttest was to determine whether there were significant differences in listening skills between the experimental and the control groups. Then, the students in the experimental group were asked to complete a questionnaire about their attitudes toward learning listening skills through A Shadowing Technique. Also, five volunteers in the experimental group were interviewed. The data were analyzed using mean scores (*M*), standard deviations (*SD*), and *t*-test analyses.

The findings of the study found that both A Shadowing Technique and the school-based instruction effectively improved students' listening skills. However, A Shadowing Technique was found to be more effective in improving students' listening skills. Also, the students had positive attitudes toward learning listening skills through A Shadowing Technique as well. They favored the teaching method and enjoyed classroom activities.

Discussion

According to the findings of the research, both A Shadowing Technique and the school-based instruction enhanced students' listening skills. However, A Shadowing Technique was found to be more effective. There are many reasons to explain these results. Firstly, A Shadowing Technique provided an active learning environment for the EFL students. The environment for active learning is a student-centered method, where students actively participate in their learning (Erol, Idsardi, Luft, Myers, & Lemons, 2015). Like the ideas of Simons, van der Linden, and Duffy (2000), active learning, also known as self-directed learning, is when students do their learning activities, assess

their progress, take responsibility for their learning and understanding, and think back on their mistakes and successes. As seen in this study, there were eight stages in A Shadowing Technique—listening to the passage and comprehending questions, mumbling once, parallel reading, silently checking students' understanding, shadowing three times, reviewing the text, content shadowing, and listening to the passage again. In each stage, the teacher was involved as the observer who allowed the students to learn by themselves, as can be seen in the questionnaire statement that received the highest level of task.

Secondly, A Shadowing Technique motivated EFL students to do activities. Like the ideas of Hamada (2011b) and Gilakjani and Ahmadi (2011), post activities help to support an environment where students are fully motivated to learn listening skills. In this study, students had the opportunity to do post activities in many ways such as true or false questions, comprehension tasks, role-plays, agreement: "Activities in class allowed me to practice more listening skills" Similar to the claim of Hamada (2017) and Ginting (2019), A Shadowing Technique offers an opportunity for students to listen to the spoken texts in the target language and provide authority for them to shadow the words they heard immediately as the speaker said them. Bandura (1993) claimed that it is obvious that learning through A Shadowing Technique provides a learning environment that emphasizes students' self-comparison and personal accomplishments, leading to a sense of effectiveness that contributes to academic achievement. In this study, the lesson plans also created a great influence on how students would study and behave in the classroom since many exercises urged them to be more active, such as a whispering game, a ring ring game, and a high pitch game, simultaneously stimulating them to learn listening. Seen in this way, A Shadowing Technique highlights a learning space that encourages the students to learn and improve their own listening skills. In other words, the students taught by the shadowing technique in this study were automatically encouraged to be more active, focused, and involved in the listening lessons. Hence, A Shadowing Technique is one of the motivational strategies that can promote the students' self-efficacy or students' individual belief in their ability to

succeed in carrying out a particular matching exercises, etc. These challenging activities motivated the students to acquire the target language and skills through various tasks depending on their interests, as seen in the results of the questionnaire statement: "I enjoyed doing activities in class" Moreover, the students were encouraged to become more involved in the listening lesson since it was challenging for them in a way that they could have a chance to compare their accomplishments from the beginning to the end of the class. As a result, giving post activities is a good way to keep the students' attention and motivate them to learn through enjoyment and curiosity.

Thirdly, A Shadowing Technique provided a less stressful environment for the students, Like the ideas of Chung (2010) claims, this technique helps reduce the students' anxiety in the class. This is evidenced in this study, the students had their own authority to shadow the words they heard, to express the feeling they experienced in the listening lesson without the teacher's intervention. They practiced listening by themselves and even though they were not able to shadow perfectly as soon as they heard the words, they were not criticized, either by their friends or the teacher. Moreover, they had opportunities to hear the words and practice shadowing many times since the technique contains eight stages of practicing shadowing. Therefore, they were not stressed about mistakes. Like the ideas of Hsieh et al. (2013), A Shadowing Technique significantly allowed the students to convey and express their own sounds and voices freely without stress and fear of mistakes.

Lastly, besides reducing students' anxiety, A Shadowing Technique led to a very positive effect on students gaining more self-confidence. In this study, the students, without any interference from the teacher, had time to evaluate the message, whether from their prior knowledge or background experience before vocalizing and practicing. Similar to the ideas of Kadota (2007), the shadowing technique reinforced the phonological loop process in students' working memory through various repetitions of the words, and this supported the students' cognitive resources through the various aspects of the incoming sounds. Having time to think, process, flashback, and consider before shadowing the words or phrases helped students to gain more confidence while

getting rid of fear. This is shown in the results of the questionnaire statement which received a positive level of agreement: "Activities in class encouraged me to have more confidence in listening to English". This suggests that A Shadowing Technique highlights the students' ability to project information with confidence. Therefore, the students, through A Shadowing Technique training, gained their confidence in listening skills, in regard to the cognitive process, and this led to their achievement.

More importantly, the study found that A Shadowing Technique had positive effects on students' attitudes toward learning listening skills, which led to students' achievement and listening skills development. According to the results of the interview data, the students thought that A Shadowing Technique, which not only contained several interesting activities but also provided active learning and a less stressful environment, played a vital part in their positive attitudes toward learning listening skills. For example, A Shadowing Technique offered the opportunity for the students to practice listening skills productively since it was flexible for them to deal with their own selves and first-hand experiences during practicing shadowing. This can be seen from the interview statement: "A Shadowing Technique facilitated me to learn more listening skills than other methods because the teacher allowed me to learn by myself from stage 1 to post activities." This evidence suggested that the students favored this way of learning since they felt more comfortable and flexible when the teacher let them experience and do activities by themselves. While practicing shadowing activities, the students felt that they were encouraged to develop their listening skills more actively through many interesting activities. This contributed to their positive gain in attitudes toward learning. Additionally, learning through A Shadowing Technique, the students were encouraged to be more engaged with the listening lessons outside the classroom, as indicated in the interview statement: "I could adapt knowledge in class to my daily life such as listening to music, broadcast, or other speech outside the classroom; consequently, I could practice listening skills with other interesting materials." From these positive interviews, it can be interpreted that the students possess not only positive attitudes toward learning listening skills but also motivation to improve their

English skills by themselves and by their own interesting materials. These results are in the line with Gardner (1985) and Mantle-Bromley (1995), students with positive attitudes tend to show intention to achieve target language learning, which results in better learning achievement in their language study. Therefore, according to these positive interview statements in this study, A Shadowing Technique encouraged the students to gain positive attitudes, which contributed to their success in developing listening skills.

Based on the interviews, this study also found that learning through A Shadowing Technique improved students' speaking skills. According to Chung (2010, p. 101), the students studied by A Shadowing Technique are supposed to imitate the speakers' speech to participate in the listening lessons by speaking the words of others. In accordance with this claim, students in this study practiced speaking at the same time as listening. Therefore, they improved their speaking skills as indicated in the interview data that 100% of students expressed that their pronunciation improved while participating in shadowing the words. In this sense, A Shadowing Technique activities can be considered as the exercises of intonation and stress patterns that enhanced the students' English speaking skills, because all students reported that they benefited from imitating words they heard. Therefore, it can be said that shadowing activities were related to students' speaking improvement. As put forward by Agustinus, Rini, and Clark (2019), it is commonly proved that listening activities enable the students to improve their speaking skills.

Implications of the Study

This study proved that using A Shadowing Technique was a good method to enhance students' listening skills. Since this technique comprises various interesting activities, learning listening through A Shadowing Technique made the listening learning process easier and more enjoyable. This study points out that A Shadowing Technique is valuable for not only the academic purposes that may encourage more educational experts to apply this technique to design courses or curricula but also the motivational purposes that may create interesting listening activities, motivation, and active and less stressful environment. Therefore, the findings of this study will be helpful for the teachers

or educators to adopt this technique to improve EFL students' listening skills. Moreover, the results can be useful for educators to develop a curriculum in order to enhance and improve students' listening skills.

Limitations of the Study

Even though the use of A Shadowing Technique in this study reveals very impressive results in comparison to the school-based instruction, it contains limitations. Firstly, a specific set of students— the 8th-grade students at a secondary school— were included in this study. Because of this, the results might not be generalized to students' other grade levels as well as other students in different contexts. Secondly, because of the nature of A Shadowing Technique, this study focused on sound and students might not access the meaning of what they were shadowing. Thirdly, this study is limited to only listening skills, namely, understanding the main ideas, distinguishing different sounds, and identifying important points, so it might not be applicable to other listening skills. Finally, the time for the experiment was limited. Because of Covid-19 situation, teaching by applying A Shadowing Technique as the main method in the classroom was limited to only five times of teaching.

Recommendations

The findings of the present study may encourage more experts to use A Shadowing Technique in the classroom because the effectiveness of this methodology can improve students' listening skills. For future research, it might be good to conduct a study with other grade levels of students in various Thai educational institutions. In addition, it may be interesting to increase the number of sample groups in order to obtain more reliable information and outcomes. It would also be great to carry out research by focusing on students' competence and different level backgrounds, so it can possibly strengthen the findings.

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APPENDICES



APPENDIX A



Satreeranong School

Lesson Plan 1

Course: EN21203

Level: Grade 8

Topic: Who's in Charged?

Time: 90 minutes

Teacher: Miss Nayada Thongmak

Objectives

Learners will be able to identify important points and main ideas of the passage "*Household chores: Whose jobs are they?*"

Material Needed

1. A passage "*Household chores: Whose jobs are they?*" in the Sprint 2 Book"
2. An audio of "*Household chores: Whose jobs are they?*" in the Sprint 2 Book"

Teaching Procedure

Teaching Process	Shadowing Technique Stage No.	Description
Pre-Listening Phase	Warm-up	<p>1. The teacher discusses the questions about the household chores?</p> <ul style="list-style-type: none"> a. Who always does the household chores in your house? b. Can you name some chores that need to be done every day? c. What chores do you dislike doing? <p>2. The teacher shows four pictures about the household chores on the slide to discuss the topic.</p> <p>3. Then, the teacher asks:</p> <p>What are they doing in the pictures?</p> <p>Questions for discussions:</p> <p>What are they doing in each picture?</p> <p>Picture A</p> <ul style="list-style-type: none"> - What is the boy doing? <i>(He is doing the dishes.)</i> - Is he willing to do that? <i>(Probably not)</i> - Does he use the washing machine? <i>No, he does not.</i> <p>Picture B</p> <ul style="list-style-type: none"> - What is the woman doing? <i>(She is babysitting.)</i>

Teaching Process	Shadowing Technique Stage No.	Description
		<p>- Have you ever babysat your younger sisters/brothers? (Yes, I have. /No, I have not.)</p> <p><i>Picture C</i></p> <p>- Who looks happy, the elder or the younger brother? (The younger brother)</p> <p>- What is the elder brother doing? (He is vacuuming.)</p> <p><i>Picture D</i></p> <p>- What is the relationship between the man and the girl? (Father and daughter.)</p> <p>- What is the man doing? (He is teaching his daughter to iron.)</p> <p>- What is the girl doing? (She is learning how to iron.)</p>
Pre-Listening Phase (Cont.)	Warm-up	<p>The teacher shows household chore pictures in "Appendix A". Learners begin a brainstorming activity by posing some questions from pictures.</p> <p>The teacher then shows vocabulary cards such as vacuuming. The learners write vocabularies and pronounce them.</p>

Teaching Process	Shadowing Technique Stage No.	Description
While-listening Phrase	Stage 1	<ul style="list-style-type: none"> - The learners listen to the passage <i>“Household chores: Whose jobs are they?”</i> - The teacher checks the learner's comprehension by asking the following questions: <ul style="list-style-type: none"> a. What is the passage about? b. How many people are in this passage?
	Stage 2	The teacher asks learners to repeat words or phrases in a low voice without a text that they have heard. Then, the teacher pronounces sentences or phrases as an example.
	Stage 3	The teacher asks learners to listen to the passage again and look at the passage.
	Stage 4	The teacher asks learners to do an exercise to check their understanding.
	Stage 5	<ul style="list-style-type: none"> - The teacher asks learners to shadow the target sentences or phrases three times before listening to the passage again. - The teacher pronounces sentences or phrases as an example. - The learners make a group of 10 to play the game.

Teaching Process	Shadowing Technique Stage No.	Description
	Stage 5 (Do Activity)	<p><i>The Whispering Game - Activity</i></p> <p>(1) The teacher selects sentences or phrases for each group and pronounces them three times.</p> <p>(2) The first learner in each group shadows and informs the next learner until the last person.</p> <p>(3) The last learner in each group answers the sentence to the teacher</p> <p>(4) Then, do the same activity in the second and the third time. Which group can repeat the same as the original answer, they are the winner.</p>
Post-listening Phrase	Stage 6	<p>- The learners review the passage "<i>Household chores: Whose jobs are they?</i>" by listening to the passage and shadow again.</p>
	Stage 7	<p>The teacher discusses the main idea of the passage "<i>Household chores: Whose jobs are they?</i>".</p>

Teaching Process	Shadowing Technique Stage No.	Description
	Stage 7	The teacher asks learners to shadow phrases in the passage " <i>Household chores: Whose jobs are they?</i> " again.
	Stage 8	The learners again listen to the passage " <i>Household chores: Whose jobs are they?</i> ".
	Do post-listening Activity	<p>Matching Exercise - Activity</p> <p>(1) The teacher shows the words or phrases from the passage. Then, the teacher shows the picture that is related to the word. Finally, the learners need to match their words or phrases with other friends.</p> <p>(2) After matching, the learner will show their words to others.</p> <p>(3) The learners shadow each word and sentence together.</p> <p>(4) Then, the teacher shows all answers.</p>

Appendix Household chore pictures and vocabs samples



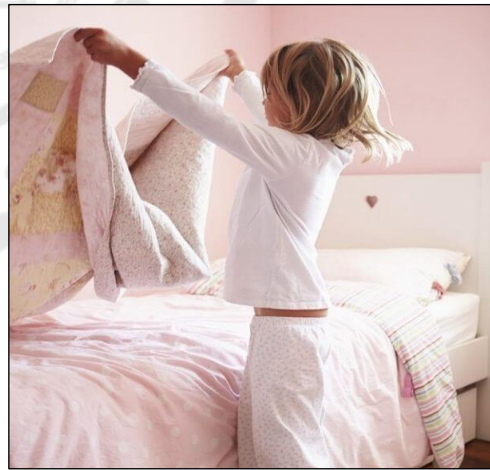
do the ironing



do the vacuuming



load or unload the dishwasher



make the bed



take the bin out



babysit little brother





Satreeranong School

Lesson Plan 2

Course: EN21203

Level: Grade 8

Topic: The School Magazine

Time: 90 minutes

Teacher: Miss Nayada Thongmak

Objectives

Learners will be able to understand the main ideas and distinguish different sounds.

Learners will be able to use “Adverbs of manner”.

Material Needed

- A dialogue “*The school magazine*” in the Sprint 2 Book”
- An audio of “*The school magazine*” in the Sprint 2 Book”

Teaching Procedure

Teaching Process	Shadowing Technique Stage No.	Process Description
Pre-Listening Phase	Warm-up	<p>1. The teacher discusses with students about the school magazine?</p> <ol style="list-style-type: none"> a. What do you think about magazines? b. What are different types of magazines? c. Does our school have “the school magazines”? d. What is the difference between a magazine and a book?
Pre-Listening Phase (Cont.)	Warm up	<p>2. The teacher asks learners about the dialogue and the pictures on page 10 of the Sprint Student's book 2.</p> <ol style="list-style-type: none"> a. What are they doing? <i>They are talking with their friends.</i> <i>They are standing on the walkway school.</i> b. Why are Sasha and Evie hurry? <i>They are going to meet with a new editor.</i> <p>3. The teacher explains “Adverb of manner.”</p>

Teaching Process	Shadowing Technique Stage No.	Process Description
		<ul style="list-style-type: none"> - Adverb of manner – opposites - Adverb of manner – similar - The sample of adverb of manner
While-listening Phrase	Stage 1	<p>The learners listen to the audio “<i>the school magazines.</i>”</p> <p>The teacher checks the learner’s comprehension by asking the following questions:</p> <ol style="list-style-type: none"> a. What is the dialogue about? b. How many people are in this dialogue?
	Stage 2	<p>The teacher asks learners to shadow words or phrases in a low voice without a text that they have heard. The teacher pronounces sentences or phrases as an example.</p>
While-listening Phrase (Cont.)	Stage 3	<ul style="list-style-type: none"> - The teacher asks learners to listen to the dialogue again. Then, learners look at the textbook.
	Stage 4	<ul style="list-style-type: none"> - The teacher asks learners to do the Sprint 2 Book’s comprehension exercise to check their understanding.

Teaching Process	Shadowing Technique Stage No.	Process Description
	Stage 5	<ul style="list-style-type: none"> - The teacher asks learners to shadow the sentences or phrases three times before listening to the passage again. After that, the teacher will pause every sentence and let learners shadow. - The teacher pronounces sentences or phrases as a sample. Then, learners follow. - The teacher asks learners to do exercise "Appendix 1".
	Stage 5 (Do Activity)	<p>Game: Ring-Ring a Call Game (Roleplay)</p> <p>Game Instructions: Learners make a group of four. Then, learners shadow the passage by...</p> <ol style="list-style-type: none"> (1) The first learner shadows the first sentence in the dialogue to the next friend. (2) The second learner shadows the second sentence to another friend. (3) The third learner shadows the third sentence to another friend. (4) The fourth learner shadows the fourth sentence. (5) If a learner shadows wrongly, they need to start sentence 1 again.

Teaching Process	Shadowing Technique Stage No.	Process Description
		(6) The winner group is the group that can shadow fast and correctly.
Post-listening Phrase	Stage 6	<ul style="list-style-type: none"> - The learners review the dialogue "<i>the school magazines.</i>" by listening to the dialogue and shadow dialogue again.
	Stage 7	<ul style="list-style-type: none"> - The teacher again discusses the main idea and meaning of the dialogue "<i>the school magazines.</i>" - The teacher asks learners to focus on the meaning of the dialogue, including the use of the adverb of manner.
	Stage 8	<ul style="list-style-type: none"> - The learners listen to the dialogue "<i>the school magazines.</i>" again.
	Do-post-listening Activity	<p><i>Adverb of Manner Kahoot Game - Activity</i> (Appendix 2)</p> <p><u>Game Instructions:</u></p> <ol style="list-style-type: none"> 1. The teacher opens the Kahoot game. 2. The teacher opens sound of each sentence. 3. The learners choose the correct answer in the Kahoot game.

Teaching Process	Shadowing Technique Stage No.	Process Description
		- For checking learners' understanding of "adverb of manner"

Appendix 1: Exercise no. 1

Please put the number and arrange the sentences you listened correctly.

____ Come where? What is going on? Aren't you feeling well?

____ Me? I'm only asking politely what you're doing and...

____ Be quiet and come with us! We're late, so you need to walk quickly!

____ Hey girls! What's up? Why are you whispering?

____ Sh! Logan! You don't need to talk so loudly!

____ Listen, we're on our way to a meeting with the new editor of the School Magazine.

____ In that case, you can talk to me...because I'm the new editor!

____ We're perfectly fine! Why are you following us?

____ Don't be silly, Logan!

Answer:

Part 1

4 Come where? What is going on? Aren't you feeling well?

6 Me? I'm only asking politely what you're doing and...

3 Be quiet and come with us! We're late, so you need to walk quickly!

1 Hey girls! What's up? Why are you whispering?

2 Sh! Logan! You don't need to talk so loudly!

8 Listen, we're on our way to a meeting with the new editor of the School Magazine.

9 In that case, you can talk to me...because I'm the new editor!

5 We're perfectly fine! Why are you following us?

7 Don't be silly, Logan!

Part 2

1 Hey girls! What's up? Why are you whispering?

2 Sh! Logan! You don't need to talk so loudly!

3 Be quiet and come with us! We're late, so you need to walk quickly!

4 Come where? What is going on? Aren't you feeling well?

5 We're perfectly fine! Why are you following us?

6 Me? I'm only asking politely what you're doing and...

7 Don't be silly, Logan!

8 Listen, we're on our way to a meeting with the new editor of the School Magazine.

9 In that case, you can talk to me...because I'm the new editor!

3. Choose the correct sentence.



- a. Snail is walking slowly. b. Snail is walking quickly.
c. Snail is running slowly. d. Snail is running quickly.

4. Choose the correct sentence.



- a. Please be quiet. Judy, she is studying hard.
b. Loudly, please. Judy, she is studying hard.
c. Please be quiet. Judy, she is lazy.
d. Judy, she is studying. Please be quiet.

5. Choose the correct sentence.



- a. Speak more loudly, please. b. The librarian said, "Please be quiet."
 c. We are in Library. Do not be loudly. d. Please be quiet in the Library.

Q.5-10 Refill Adverb of manner words from Sound.

5. She works very _____.

- a. hard b. hardly
 c. hardly d. hardingly

6. The dog playing _____.

- a. happy b. happly
 c. happily d. happile

7. Kids, try to do your homework _____, please.

- a. loudly b. quickly
 c. quiet d. quietly

8. They sing the song _____.

- a. beautifully b. uglily
c. beautiful d. beauty

9. The teacher is _____ because the students are very lazy.

- a. talking happy b. talking angrily
c. talking sleepy d. talking angry

10. The big dog ran _____ towards the thief.

- a. quick b. quicklly
c. quickly d. quietly

Sample in the Kahoot game

Choose the correct sentence.

60



▲ Annie is smiling happily.

◆ Annie smile happy.

● Annie is happy smilingly.

■ Annie is smilly happily.

● Annie is happy smilingly.

■ Annie is smiling happily.



Satreeranong School

Lesson Plan 3

Course: EN21203

Level: Grade 8

Topic: That's Entertainment

Time: 90 minutes

Teacher: Miss Nayada Thongmak

Objectives

Learners will be able to identify important points and main ideas of the passage

“That’s Entertainment.

Material Needed

1. The passage “That’s Entertainment” in Sprint book 2.
2. An audio of “That’s Entertainment” in Sprint book 2.

Teaching Procedure

Teaching Process	Shadowing Technique Stage No.	Process Description
Pre-Listening Phase	Warm-up	The teacher raises the following questions in “That’s Entertainment” passage. <ol style="list-style-type: none"> a. Who is your favorite actor/actress? b. What is your most favorite movie?
	Warm-up	The teacher shows vocab cards on “That’s Entertainment” passage.
While-Listening Phase	Stage 1	The learners listen to the passage, “That’s Entertainment.” The teacher assesses the learner’s comprehensive skill through the following questions: <ol style="list-style-type: none"> a. What is the passage about? b. What are the entertainments you know of?
	Stage 2	The teacher asks the learners to shadow the words or sentences they heard softly without reading the transcript. The teacher pronounces the words or sentences from the passage as a demonstration. (Learners are not allowed to open the textbook)
	Stage 3	The teacher asks the learners to shadow the audio while reading and listening to the passage.
	Stage 4	The teacher asks the learners to complete the exercises to check their understanding.
	Stage 5	- The teacher asks the learners to repeat shadowing the targeted sentences three times before listening to the passage again.

Teaching Process	Shadowing Technique Stage No.	Process Description
		<p>- The teacher pronounces the sentences as a demonstration.</p>
	<p>Stage 5 (Do Activity)</p>	<p>Game: <i>High Pitch Pronunciation</i></p> <p>(1) The teacher asks the learners to group themselves, and each group is required to draw one sentence from the lot.</p> <p>(2) Each of the learners will read the sentence in high pitch on one syllable in consecutive orders. Take this sentence as an example, Cast: all the actors in a film or a play. Each learner will pronounce this sentence in high pitch on the consequent syllable from the previous learner until the sentence is completed. Example:</p> <p>All(high pitch)-the-actors-in-a-film-or-a-play. All-the(high pitch)-actors-in-a-film-or-a-play. All-the-actors(high pitch)-in-a-film-or-a-play. All-the-actors-in(high pitch)-a-film-or-a-play. All-the-actors-in-a(high pitch)-film-or-a-play. All-the-actors-in-a-film(high pitch)-or-a-play. All-the-actors-in-a-film-or(high pitch)-a-play. All-the-actors-in-a-film-or-a(high pitch)-play. All-the-actors-in-a-film-or-a-play(high pitch).</p>

Teaching Process	Shadowing Technique Stage No.	Process Description
		<p>(3) If the next person fails to pronounce the correct syllable in high pitch, the group will have to start all over again.</p> <p>(4) As the last learner finishes the sentence, everyone will read the sentence in normal pitch together and finish by learning a vocab from that sentence, for instance, cast.</p> <p>(5) The group that can finish in the shortest time will win.</p>
Post-listening Phrase	Stage 6	The learners will shadow the passage "That's Entertainment" while listening to the audio again.
	Stage 7	The teacher asks the learners to repeat the shadowing.
	Stage 8	The learners will listen to the passage "That's Entertainment" again.
	Do-post-listening Activity	<p>Game: <i>Please Tell Me if You Know it</i></p> <p>(1) The teacher will show the words from the passage.</p> <p>(2) The learners are required to act out the word shown by the teacher. For instance, if the word is "actor", the learners are required to act out as an actor. Those who can act out the most continuously and accurately will win. For checking on the learners' understanding.</p>



Satreeranong School

Lesson Plan 4

Course: EN21203

Level: Grade 8

Topic: News Events

Time: 90 minutes

Teacher: Miss Nayada Thongmak

Objectives

Learners will be able to identify important points and main ideas of the passage, "How the Internet Changed Journalism."

Material Needed

1. The passage "How the Internet changed journalism" in the Sprint book 2.
2. An audio of "How the Internet changed journalism" in the Sprint book 2.

Teaching Procedure

Teaching Process	Shadowing Technique Stage No.	Process Description
Pre-Listening Phase	Warm-up	<p>The teacher raises the following questions in the “News events” passage.</p> <p>c. Do you know the definition of News?</p> <ul style="list-style-type: none"> - It’s a report on recent topics or the topics of public interests, a statement, or a rumor. (The Royal Institute Dictionary, 1999) <p>d. Do you know what NEWS stand for?</p> <ul style="list-style-type: none"> - North / East / West / South <p>e. Where can you find news?</p> <ul style="list-style-type: none"> - Newspaper, TV, radio, journal, or the internet.
Pre-Listening Phase (Cont.)	Warm-up	The teacher shows vocab cards on “news events”.
While-Listening Phase	Stage 1	<p>The learners listen to the passage “How the Internet Changed Journalism.”</p> <p>The teacher assesses the learner’s comprehensive skill through the following questions:</p> <p>c. What is the passage about?</p> <ul style="list-style-type: none"> - News has changed with the arrival of the digital era. <p>d. Who wrote the article?</p> <ul style="list-style-type: none"> - James Reeds

Teaching Process	Shadowing Technique Stage No.	Process Description
		e. What was James Reed's occupation? - He was a journalist.
	Stage 2	The teacher asks the learners to shadow the words or sentences they heard softly without reading the transcript. Then, the teacher pronounces the words or sentences from the passage as a demonstration. (Learners are not allowed to open the textbook)
	Stage 3	The teacher asks the learners to shadow the audio while reading and listening to the passage.
	Stage 4	The teacher asks the learners to complete the exercises to check their understanding.
	Stage 5	<ul style="list-style-type: none"> - The teacher asks the learners to repeat shadowing the targeted sentences three times before listening to the passage again. - The teacher pronounces the sentences as a demonstration.
	Stage 5 (Do Activity)	Game: <i>Word search puzzle</i> <i>Instruction</i> (6) The teacher will distribute the vocabulary sheet (Appendix A) to each learner or group of learners. (7) The teacher will give a hint of the vocab by showing a picture or a short description of the vocabs from the passage shadowed.

Teaching Process	Shadowing Technique Stage No.	Process Description
		(8) The learners are required to look up for the vocabs from the vocabulary sheet and circle the answer correctly. The fastest learner or group will earn the score.
Post-listening Phrase	Stage 6	The learners will shadow the passage “How the internet changed journalism” while listening to the audio again.
	Stage 7	The teacher asks the learners to repeat the shadowing.
	Stage 8	The learners will listen to the passage “How the internet changed journalism” again.
	Do-post-listening Activity	<p>Game: <i>Listen and Draw</i></p> <p>(1) The teacher will read a weather forecast report to the learner. (Appendix B)</p> <p>(2) After listening to the report, the learners are required to draw the reported weather forecast, for instance, sunny, thunderstorm, etc., on the map given. For an online class, the learners are required to draw the map of Thailand before drawing the weather forecast on it.</p> <p>(3) After completing the drawing, all learners show it to the teacher and classmates.</p> <p>(4) The teacher gives out the answer from Appendix B and reads it to the learners one more time.</p>

Appendix A:

All of the vocabulary from the vocabulary sheet

Advertising, Anybody, Broadcast, Computer, Digital, Email, Fax, Internet, Journalism, Journalist, Magazine, Newspaper, Photograph, Program, Radio, Smartphone, Social Network, Television, Typewriter, Witness, Write

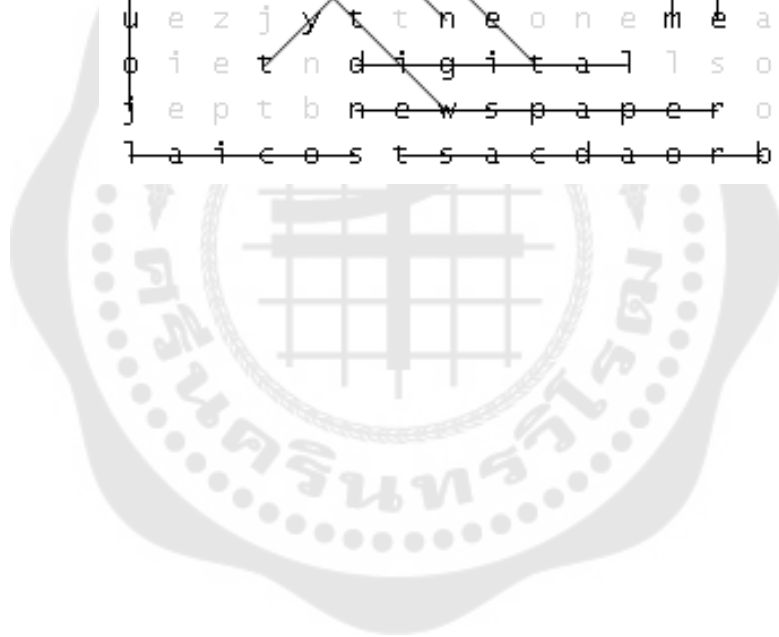
Vocabulary Game Sheet



r y g n i s i t r e v d a l j
 e a d f w e n i z a g a m o h
 j k d o r e t u p m o c u s p
 n m e i b t e h l x i r r m a
 m o t h o y r w a i n e e a r
 s k i z i v n f o a t m p r g
 i z r s o u e a l i a u r t o
 l s w o i m t i r i e b o p t
 a d s k w v s w l f k u g h o
 n f b e s t e l u i z q r o h
 r b f u n p e l p l g n a n p
 u e z j y t t n e o n e m e a
 o i e t n d i g i t a l l s o
 j e p t b n e w s p a p e r o
 l a i c o s t s a c d a o r b

Answer in Appendix A:

r y g n i s i t r e v d a l j
 e a d f w e n i z a g a m o h
 j k d o r e t u p m e c u s p
 n m e i b t e h l x i r r m a
 m o t h o y r w a i n e e a r
 s k i z i v n f o a t m p r g
 i z r s o u e a l i a u r t o
 l s w o i m t i r j e b o p t
 a d s k w v s w l f k u g h o
 n f b e s t e l u i z q r o h
 r b f u n p e l p l g n a n p
 u e z j y t t n e o n e m e a
 o i e t n d i g i t a l l s o
 j e p t b n e w s p a p e r o
 l a i c o s t s a c d a o r b



Appendix B:

A passage in Listen and Draw Game

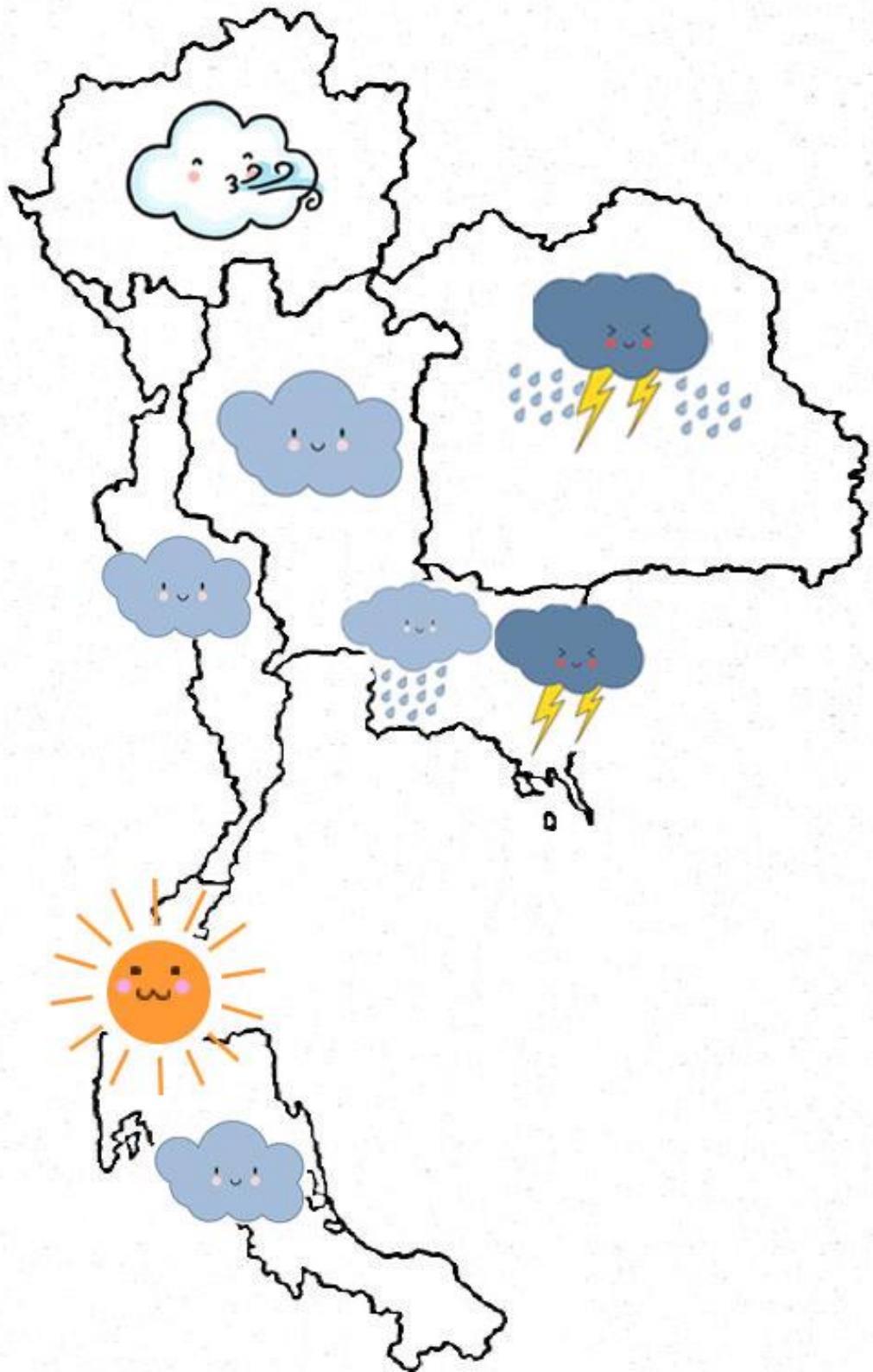
The news anchor is reporting Thailand's weather forecast:

1. Welcome to the weather report. Let's see what the weather is like today.
2. It's very cold and windy with a chance of rain in the northern region of Thailand.
3. The temperature is around 18 degrees Celsius.
4. In the east, it will rain throughout the day, and there is a chance of a thunderstorm in the afternoon. The temperature is around 13 degrees Celsius.
5. In the west and central region, the weather is dry and cloudy.
6. The southern region has the nicest weather today. It is cloudy most of the time but sunny in the afternoon.
7. The northeastern region remains hot, with a chance of thundershowers in 20% of the area. The temperature is lowest at 25-27 degrees and highest at 35-39 degrees Celsius.

Map of Thailand



Answer in Appendix B:



Reference

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- Discovery Education. (2021). Word search puzzle. Retrieved on September 11, 2021, from <https://puzzlemaker.discoveryeducation.com/word-search>





Satreeranong School

Lesson Plan 5

Course: EN21203

Level: Grade 8

Topic: How far is it?

Time: 90 minutes

Teacher: Miss Nayada Thongmak

Objectives

1. Learners will be able to identify important points and distinguish different sounds.
2. Learners will be able to give directions.

Material Needed

A dialogue "*How far is it?*" in the Sprint 2 Book"

Teaching Procedure

Teaching Process	Shadow Technique Stage No.	Process Description
Pre-Listening Phase	Warm-up	<p>1. The teacher discusses the questions about “the most visited art gallery in London”.</p> <p>e. Do you remember the art gallery we studied last period?</p> <p>f. What’s its name? <i>Tate Modern.</i></p> <p>g. What are in the Tate Modern? <i>Paintings, sculptures, photography, and video installations.</i></p>
Pre-Listening Phase (Cont.)	Warm-up	<p>2. The teacher asks learners about dialogue and pictures in the Sprint Student’s book 2 (page 54). <i>(Picture 1 - Top)</i></p> <p>c. Where are Sasha and Arif? <i>They are in London.</i></p> <p><i>(Picture 2 - Bottom)</i></p> <p>a. Where are they? <i>They are near the River Thames.</i></p> <p>b. What can you see on the river? <i>A boat.</i></p> <p>3. The teacher explains “Vocabulary: Giving Directions” in the Sprint Student’s book 2 (page 55).</p>

Teaching Process	Shadow Technique Stage No.	Process Description
		<p>Asking for Directions</p> <ul style="list-style-type: none"> - Excuse me, can you tell me how to get to.....? - Do you know where.....is ? - Is this the way to.....? - Do you know how to get to....., please? - How can I get to.....from here? <p>Giving Directions</p> <ul style="list-style-type: none"> - Turn left at..... - Take the first turning on the right /left. - Turn right the next junction. - Go across the bridge. - Go straight
While-listening Phrase	Stage 1	<p>The learners listen to the dialogue, "<i>How far is it?</i>"</p> <p>The teacher checks the learner's comprehension by asking the following questions:</p> <ul style="list-style-type: none"> c. What is the dialogue about? d. Where do they want to go? <i>Tate modern.</i> e. How do they go to Tate Modern? <i>They go to Tate modern by train.</i> f. Why don't they go to Tate Modern by bus and underground?

Teaching Process	Shadow Technique Stage No.	Process Description
		<i>Because it takes up to an hour.</i>
	Stage 2	The teacher asks learners to repeat words or phrases in a low voice without a text that they have heard. The teacher pronounces sentences or phrases as an example.
While-listening Phrase (Cont.)	Stage 3	The teacher asks learners to listen to the dialogue again and look at the textbook.
	Stage 4	<ul style="list-style-type: none"> - The teacher asks learners to do a comprehension exercise to check their understanding (Exercise 3: page 54).
	Stage 5	<ul style="list-style-type: none"> - The teacher asks learners to shadow the target sentences or phrases three times before listening to the passage again. - The teacher pronounces sentences or phrases as a sample.
	Stage 5 (Do Activity)	<p><i>Quiz in Kahoot Game - Activity</i> (Appendix 1)</p> <p><u>Game Instructions:</u></p> <ol style="list-style-type: none"> 4. The teacher opens the Kahoot game. 5. The teacher turns on the sound files or speaks sentences. 6. The learners choose the best answer in the Kahoot game.

Teaching Process	Shadow Technique Stage No.	Process Description
		This game is for checking learners' understanding of identifying important points.
Post-listening Phrase	Stage 6	<ul style="list-style-type: none"> - The learners review the dialogue "<i>How far is it?</i>" by listening to and shadowing the dialogue again.
	Stage 7	<ul style="list-style-type: none"> - The teacher discusses the main idea and meaning of the dialogue "How far is it?" again. - The teacher asks learners to focus on the meaning of the dialogue, including asking for and giving directions.
	Stage 8	The learners listen to the dialogue "How far is it?" again.
	Do-post-listening Activity	<p><i>Game: Giving Direction game</i></p> <p>The equipment: The Map and 8 Dialogue sounds.</p> <p><u>How to play</u></p> <ol style="list-style-type: none"> 1. The teacher shows the map. Then, learners draw the map the same as an example. (Appendix 2) 2. Learners listen to an example sentence before starting the game. 3. The teacher and learners random the number from the slide for each situation (as shown in Figure 1)

Teaching Process	Shadow Technique Stage No.	Process Description
		<div data-bbox="815 546 1313 790" data-label="Image"> </div> <p data-bbox="1023 808 1126 842">Figure 1</p> <ol data-bbox="767 875 1358 1223" style="list-style-type: none"> 4. The teacher turns on the audio. Then, players fill in the map. 5. The teacher chooses one player to share his/her answer, at random. 6. The teacher shows all answer and explains each item.

Appendix 1: Kahoot Game

Quiz Game (1-7 Quiz) – Kahoot Game

Q.1-5 Choosing the sentence corrects // **RED answers**

1. Who are deciding to visit the gallery?

- a. **Sasha and Arif**
- b. Logan and Arif
- c. Sasha and Evie
- d. Zaza and Arif

2. What name of the gallery will they visit?



- b. Thames Modern
- b. Time Modem
- c. Thumb Modern
- d. Tate Modern**

3. Where is the gallery located?

- a. France
- b. Oxford
- c. London**
- d. Liverpool

4. Who tells about Tate modern too far?

- a. Logan
- b. Sasha**
- c. Arif
- d. Evie

5. Where do they find travel information?



- a. London travel brochure
- b. London police
- c. London Transport App
- d. London train station

6. How much time do they take to the gallery?



- a. An hour
- b. a half hour
- c. 20 minutes
- d. 15 minutes

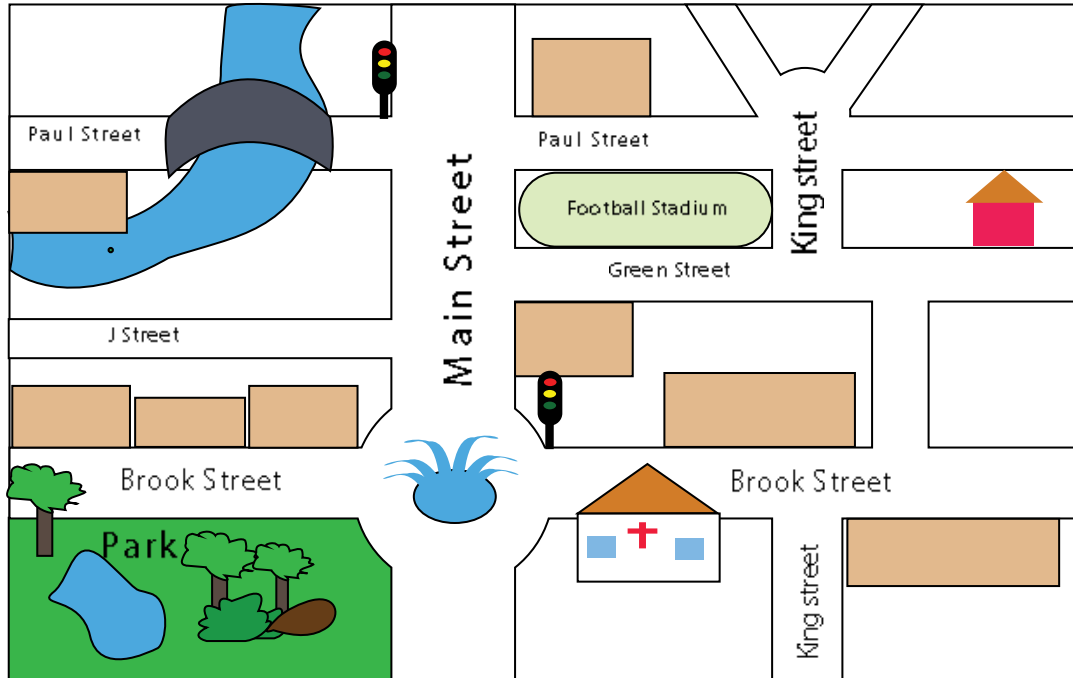
7. Why don't they go by bus and underground?



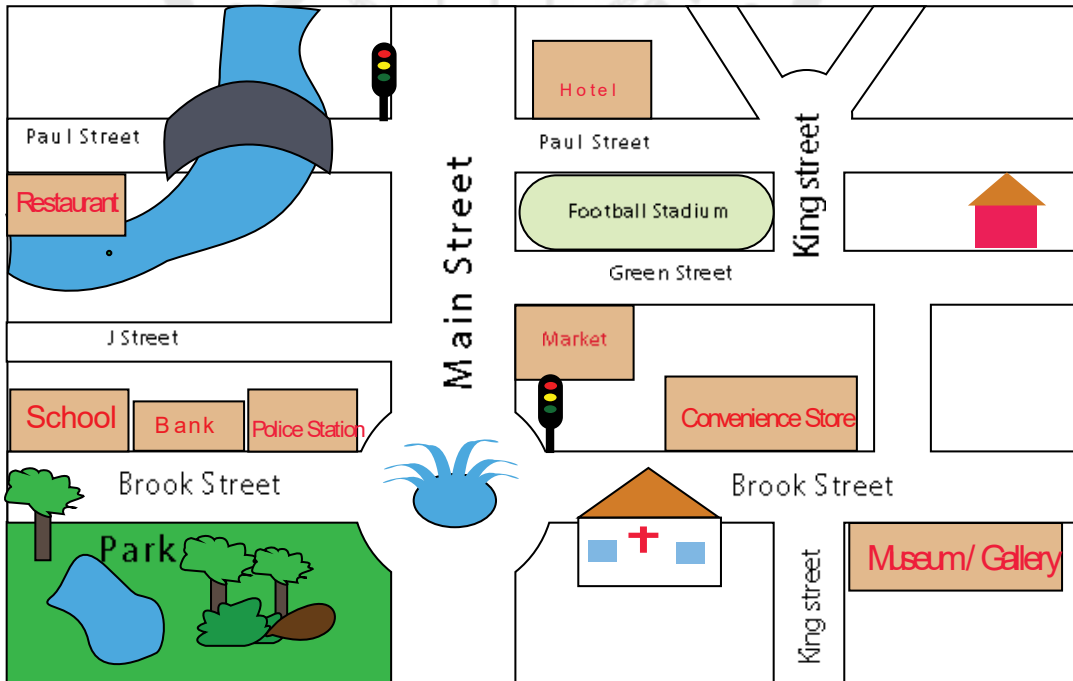
- a. The bus stop is so far by walk. b. It takes an hour.
- c. Bus and underground are dirty. d. The train station is near them.

Appendix 2

Free Map



Answer:





APPENDIX B

A QUESTIONNAIRE

The Effects of A Shadowing Technique on Thai EFL

Secondary School Students' Listening Skills

Please tick the choice of the following statements that are closest to your attitudes.

Items Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. Activities in class allowed me to practice listening skills.					
2. Activities in class were not useful to improve my listening skills. *					
3. I enjoyed doing activities in class.					
4. Activities in class were too difficult. *					
5. Learning listening skills through A Shadowing Technique wastes my time. *					
6. Activities in class helped me to have more confidence in listening to English.					
7. I wanted to study English subject because I liked activities in class.					
8. Activities in class were boring. *					
9. The teacher's techniques were ineffective in improving my listening skills. *					
10. I could apply knowledge I learned in class to my daily life.					

Semi-Structured Interviews

Semi-structured interviews were used to allow the researcher to obtain more information, apart from a questionnaire. The questions were:

- 1) Do you enjoy learning English through A Shadowing Technique?
- 2) How does A Shadowing Technique encourage you in listening class?
- 3) Does A Shadowing Technique help you listen to English with confidence?

How?







Course: EN21203

Level: Grade 8

Topic: English Listening Test

An English Listening Test

Teacher: Miss Nayada Thongmak

Direction: Listen and select the best describes what you see in the picture (Item 1-6)

(to distinguish different sounds)

1. If I make my _____ in my room, my mother will buy some _____ for me.

a. bed, cake

b. cake, bed

c. bed, bread

d. bread, cake

2. The big dog ran _____ towards the thieves until they are _____.

a. quick, faired

b. quickly, scared

c. quickly, scared

d. quietly, faired

3. My grandfather is _____ years old, but my sister is _____ years old.

a . fifteen, sixty

b. fifty, sixteen

c. Sixty, fifteen

d. **fifty, fifteen**

4. The teacher is talking _____ because the students are very _____.

a. angrily, lazy

b. angry, happy

c. happily, lazy

d. happy, diligent

5. The teacher needs to _____ the _____ information.

a. correct, collect

b. collect, correct

c. collect, collect

d. correct, correct

6. _____ is an actor's part in a play, or film/movie.

a. Roll

b. Role

c. Loan

d. Roller

Directions: Listen to the conversation and answer the questions.

Questions 7 through 9 refer to the following conversation.

7. What is the conversation about? (to measure the main idea)

- a. talking with friends
- b. interviewing the job
- c. celebrating birthday
- d. hotel reservation

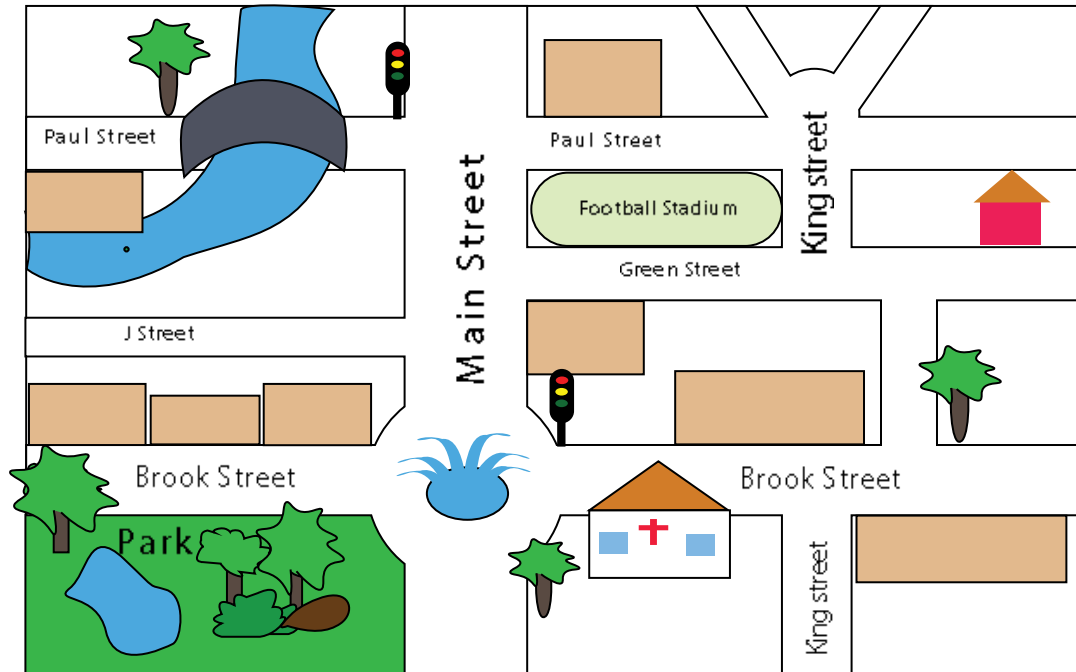
8. What is "Bubie"? (to identify important point)

- a. dog
- b. pic
- c. ox
- d. frog

9. Who is sick? (to identify important point)

- a. Kate's mother
- b. Michael's mother
- c. Kate's father
- d. Michael's uncle

Questions 10 through 12 refer to the following conversation and the map.



10. What is the purpose of this conversation? (to measure the main idea)

- a. school registration
- b. Booking tickets
- c. home cleaning service
- d. asking and giving direction

11. What is the quickest way to withdraw money? (to identify important point)

- a. by bicycle
- b. on walk
- c. by sky train
- d. by subway

12. Where is ATM located? (to identify important point)

- a. on Main Street
- b. on Green Street
- c. on Brook Street
- d. on King Street

Questions 13 through 15 refer to the following talk.

13. Which of the following topics is the best for this talk? (to measure the main idea)

- a. vacation plans
- b. grocery shopping
- c. the weather forecast
- d. airline safety

14. The north temperature is around _____. (to distinguish different sounds)

a. 15 degrees Celsius

b. 50 degrees Celsius

c. 13 degrees Celsius

d. 30 degrees Celsius

15. How is the weather in the north of Thailand? (to identify important point)

a. cloudy

b. windy and cold

c. rainy

d. Thundershowers

Questions 16 through 18 refer to the following conversation.

16. What is the main topic of the conversation? (to measure the main idea)

a. applying for a job

b. filing a complaint

c. Inquiring about prices

d. Making a reservation

17. Where does the woman work? (to identify important point)

- a. at a restaurant
- b. at a theatre
- c. at a flower shop
- d. at a gardening store

18. What is the man willing to wait for? (to identify important point)

- a. a monthly discount
- b. a meeting with customer
- c. a good location
- d. food delivery

Questions 19 through 20 refer to the following announcement.

19. What is the purpose of this announcement? (to measure the main idea)

- a. to explain new produce
- b. to extend opening hours.
- c. to apologize for misunderstanding
- d. to sign up for members

20. According to the speaker, what can the customer do online? (to identify important point)

- a. take a catalogue
- b. fine promotion codes
- c. report an issue
- d. review customers' services



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