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Investigating the Effects of Using Shadowing techniques to Engage Countryside Pupils to Learn English as a Foreign Language

The Case of Second Year Pupils at Aissa Hassnoui Middle School, Alghrous - Biskra

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Dedication

*In the Name of **Allah**, Most Gracious, Most Merciful*

This modest work is dedicated to:

*My dearest mother, **Akila***

A strong soul who taught me to trust in Allah. My deepest love and thanks for her prayers and sacrifices.

*My beloved father, **Mosbeh***

For supporting and encouraging me to believe in myself.

*My brothers, **Ahamed, Amine, Yocef,** who have always been at my disposal whenever I needed, and without whom my life is worthless.*

*My source of inspiration, my little brother **Oussama.***

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Abstract

Engagement is regarded as having a substantial impact on students' academic achievement. Moreover, many rural middle school students are disengaged in learning a foreign language because they do not perceive its usefulness. Consequently, this results in low educational achievement, poor communication skills, and a lack of vocabulary among students. Researchers, such as Prof. Alexander Arguelles, have pioneered some methods and techniques that can improve the language skills of English foreign language learners. Accordingly, this study aimed to investigate the effectiveness of integrating shadowing technique in enhancing EFL pupils' engagement. One of the most helpful paradigms that can assist students in the language learning process is shadowing. More specifically, the present study sought to reveal the role of shadowing in fostering second year middle school pupils' motivation, interest, active learning, and participation. The latter is conducted on one group of 20 participants selected purposely from Second Year Middle school of Alghrous, Biskra, as a case study for our research. The main hypothesis suggested that implementing shadowing technique can help enhancing pupils' engagement. We adopted the mixed-method approach accordingly. In order to validate the hypothesis, the present study put into practice three data collection tools, namely, teachers' interview, pupils' questionnaire, and a classroom observation checklist. The interpretation of the obtained data revealed that integrating shadowing can result in fostering EFL pupils' engagement rates. Therefore, we can deduce that the study's suggested hypothesis was validated and confirmed.

Keywords: shadowing techniques, learner engagement, English as foreign language.

List of Acronyms and Abbreviations

&: and.

CD: Compact Disc.

EFL: English as a Foreign Language.

Et al.: et alia (and others).

Etc.: et cetera (and so on, and so forth).

i.e.: id est. (in other words).

ICT: Information and Communication Technology.

L1: Mother tongue.

Ph.D.: Doctor of Philosophy.

Prof. Professor.

RH: Research Hypothesis.

RQ: Research Question.

TL: Target Language.

vs.: versus (in contrast to).

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General Introduction

1. Background of the Study

English is known as an international language that is used in many countries. It is used in education, business, the media, and even in sports. That is to say, it is one of the most dominant languages in the world. That is why, English teachers today are expected not only to teach the language, but also to promote and prepare the students to study the language, as well as keeping up with the technological development in the learning process.

English language teaching (henceforth ELT) in the Algerian context is considered to be the second foreign language in the Algerian educational system, after French. It is mostly used in the formal classroom environment and there are few opportunities to use it in school or for daily communicative purposes. For most EFL learners, the process of learning English is difficult and the improvement in their engagement is frightening.

There are certainly differences between studying English in countryside middle schools and city schools. The material resources provided in city schools are many times greater than what is provided in the countryside, such as heating, nutrition, school transport, technological means, and a complete absence of cultural activities. That makes rural middle school pupils less engaged than others. Moreover, engagement in learning can be a stimulating factor that paves the way for learners to learn the language.

Major scholars shed light on the effective ways to ameliorate English foreign language EFL learners' engagement and the factors that can help EFL learners in the learning process. It would be essential to introduce a useful technique that can be employed in the classroom. This technique can increase their involvement and engagement, and the idea of incorporating the shadowing technique appears to have gained traction in recent years.

2. Statement of the problem

Teachers used to be the first and only source of information upon which EFL learners depend. Additionally, foreign languages were taught by focusing attention only on grammar and language structures. Hence, EFL learners believed that foreign languages are not relevant to their own interests, and that their needs to communicate were not fulfilled

through the implementation of such teaching approaches. The majority of rural schools are disengaged, in contrast with urban schools.

The real reason for the disengagement of the pupils lies behind the traditional lessons. This letter puts extra steps between the learner and the English they want to learn, steps like rule memorization, confusing explanation, and translations. Thus, many EFL learners became passive-participants, uninterested, and scored low academic grades. It is also remarkably observable that these learners show no enthusiasm for language learning. Consequently, this study stems from the learners' remarkable disengagement to learn the foreign language in rural schools.

Indeed, all these problems are regarded to be the result of ineffective teaching methods. Many researchers believe that incorporating modern techniques can be very beneficial in attracting students' attention to their English level. Accordingly, the current research study suggests the adoption of a shadowing technique via audiovisual materials to foster EFL learners' engagement in learning.

3. Research Questions

This research seeks to answer the following research questions:

RQ1: what are the main factors that affect middle school engagement to learn English as a foreign language?

RQ2: what are teacher's and EFL learner's attitude and perceptions towards the use of shadowing technique to learn English as a foreign language?

4. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: potential factors that may affect countryside middle school pupils engagement to learn English as a foreign language.

RH2: using shadowing as a strategy may enhance EFL learners' motivation, autonomy, active-learning, and participation rates will be enhanced.

RH3: If EFL learners shadow a particular recorded input regularly, they will be more confident and engaged in their learning.

5. Aims of the Study

General Aim

The current study aims at check whether or not middle school pupils' engagement can be fostered through the integration of shadowing technique via audiovisual materials.

Specific Aims

- It aims at engaging students in the language learning process, especially those who are reluctant to study, and attempts to create interaction and foster participation in EFL classrooms.
- This research also attempts to promote scientific thinking through supporting the use of technological tools that assist students in the language learning process.

- Provide teachers with some useful tasks that can help creating an appropriate environment in which learners enjoy practicing the language.

6. Research Methodology

The current study aims at investigating the importance of integrating shadowing technique via audiovisual materials in order to enhance EFL learners' engagement. Thus, we intend to adopt the mixed-method approach, and particularly, the use of a mixed-methods methodology allows for the systematic integration of quantitative and qualitative data inside a single study. Accordingly, employ a descriptive research methodology to collect and analyze data. Moreover, this study aims to validate the suggested hypothesis seeking correlation between two variables; namely, the implementation of shadowing as the independent variable, and pupils' engagement as the dependent variable.

7. Sample and population

Since the study is concerned with the implementation of shadowing to optimize middle school pupils' engagement, the population will be represented by both second year middle school pupils and teachers of English of countryside middle school, Alghrous,

Biskra. Accordingly, the current study deals with a sample of a group consist of (N=20) pupils out of a population of (90) i.e., four groups second year middle school pupils at Aissa Hassnaui middle school. Moreover, it deals with the (N=06) teachers of English teaching in countryside middle schools.

8. Data Collection Tools

Three data collection tools were selected to gather data. First, a semi-structured teachers' interview will be administered to countryside middle school teachers to gather more reliable data about the implementation of shadowing and highlight their pupils' engagement. Second, another distinct semi-structured questionnaire will be administered to second year middle school learners to investigate their perceptions and attitudes towards the use of shadowing. Lastly, a semi-structured classroom observation sheet will be used to collect deeper insights on the pupils' reactions and engagement in learning through the application of shadowing techniques.

9. Significance of the Study

The present research study attempts to highlight the advantages that the shadowing technique via audiovisual materials may bring. Additionally, the present study contributes to improving EFL learners' involvement and engagement through the integration of shadowing. More specifically, incorporating shadowing can increase EFL learners' interest in the lesson content by designing classroom shadowing activities that simulate better teaching and learning. It can also afford students a beneficial technique to assist in aspects, such as motivation, active learning, interaction in the target language, and engaging learners.

10. Structure of the Dissertation

This dissertation primarily attempts to reflect the subject matter. It is dualistic research in terms of nature that is composed of theoretical and practical part. Moreover, it consists of three chapters, two of which are devoted to the literature review and background of the study. The first chapter highlights the fundamentals related to shadowing, and the second chapter presents the basic assumptions of engagement, whereas the last chapter is devoted to the practical data collection and analysis of the findings.

- **Chapter One**

This chapter provides a background on shadowing and reviews the fundamental concepts related to this paradigm. It introduces a historical overview of shadowing, and presents a detailed definition of this method. Even more, it specifies the various types of shadowing and gives an idea about its stages. This chapter demonstrates materials used to shadow and its contribution in the process of learning. Finally, it presents the various advantages that shadowing may afford a particular learner.

- **Chapter Two**

This chapter devoted to review literature about the notion of learners' engagement. It suggests some strategies to improve learners' engagement, in addition to more detailed tips to engage the main types of learners. Furthermore, it helps in characterizing engaged and disengaged learners, and provides the main characteristics of engaging tasks. Eventually, this chapter offers teachers with the importance their learners' engagement.

- **Chapter Three**

The third chapter devoted to analyze and discuss the data obtained from the three data collection tools; namely, teachers' interview, pupils' questionnaire, and classroom observation checklist. as well as it discusses and presents the results of this research. In addition, this chapter offers some recommendations.

Chapter One

Shadowing Technique

An Overview

Introduction

The intent of this chapter is to provide a description of shadowing technique. In some domains, shadowing has been adopted as a superior experimental task and paramount exercise. This chapter attempts to shed the light on the implementation of shadowing technique in the learning process. Furthermore, it displays different definitions of shadowing, some relative terms to shadowing. Besides, it deals with the various shadowing types and their basic component, in addition to the materials that proposed by professor Alexander Arguelle to shadow and its role to the memory. By the end of this chapter, the importance of tasks as related to learner engagement is mentioned briefly.

1.1. Definitions Shadowing

Shadowing is the process of imitating a specific input as it is heard in a short period of time as possible. Lambert and Moser-Mercer (1994) admit that it ''is a paced, auditory tracking task which involves the immediate vocalization of auditory presented stimuli, that is, word-for-word repetition, in the same language, of a message presented to a subject through a set of headphones'' (p. 321).Additionally, shadowing often refers to the method of imitating a specific voice. That is, the shadower uses headphones to listen to the auditory feedback and repeats what the speaker says.

According to Rost and Wilson (2013), this model can be thought of as a form of back channelling in which the speaker gives the listener cues about the received message. The listener uses verbal and nonverbal signals to show that he or she is paying attention to what the speaker is saying. Shadowing is often the instantaneous replication of a source phrase. The listener shadows out loud a source language or recorded material as soon as it is understood, with using minimal pauses as possible in this phase. Lambert states that shadowing ''is repeating a stimulus discourse verbatim as it is being delivered'' (cited in Safont and Compoy, 2002, p. 142-143). The audible emulation of a specific input when it is obtained is also known as shadowing.

To put it in another way, shadowing is the act of listening and speaking at the same time. It is reiterating what has already been said, and as a result, the listener casts a shadow on the input. This approach, for example, involves listening to an audio or tape and simulating it at the same time. Essentially, Tamai emphasizes that ''Shadowing is defined as an active and highly cognitive activity in which learners track speech they hear and vocalize it as clearly as possible while simultaneously listening'' (cited in Hamada, 2012, p.3).

By way of illustration, shadowing is the process of repeating the exact words of an audio track or the target language's registered input. It is called shadowing because the shadow does what the speaker does, and vice versa. As a result, there should be a strong distinction made between reformulation and emulation, with shadowing being the latter.

1.1.1. Shadowing VS Repetition

Despite the fact that shadowing is basically the repetition of a specific input as it is received, it differs from repetition in a number of ways. According to, Shiki, et al. ''Repeating is considered an offline task in which learners are given silent pauses to reproduce the sounds they have heard; shadowing is considered an online task'' (cited in Hamada, 2012, p. 3). Because it requires some cognitive functions including attention, speech comprehension, and speech processing, shadowing is an online task. While shadowing is the immediate online replication of a certain input, repetition is the offline repeat of that input with some interruptions.

Another distinction between shadowing and repetition is that learners in online tasks are solely focused on phonology; whereas, in offline tasks, they can focus on both phonology and meaning during pauses. (Shiki, et al. cited in Hamada, 2012, p. 3). Learners in shadowing seemed to be able to focus on language structures and sounds, therefore introducing some pauses will allow them to focus even more on meaning.

1.1.2. Shadowing Speed

The shadower's reaction to the speaker's speech is determined by his or her level of understanding. Advanced speakers of the target language, for instance, are more likely to shadow directly after hearing the message in a short lag with few pauses. Adler and Rips (2008) in his concern states that ''shadowing requires repeating what one is hearing, the 250 msec, of lag between stimulus and response includes not only the time required for the perceptual analysis of the message, but also the time required for the subject's integration of this verbalization'' (p.889).

1.1.2.1. Lag's Definition

Treisman et al. Emphasise that ''Lag time refers to the time difference between the interpreter hearing the input and producing the translation and, for this reason, has also been referred to as ''ear- voice span'' (cited in Metzger, 1999, p. 9). That is to say, the time delay between the interpreter hearing the input and providing the translation is known as lag time, and it is also known as "ear-voice gap".

1.1.2.2. The Role of Pauses

According to Stenzl, pauses allow the shadower to adjust his or her speech to the cadence of the speaker (cited in Hamers and Blanc, 1989). Although shadowing does not need the use of pauses, it is preferable to include them in order to assist pupils, particularly beginners and low-level language learners.

According to the findings of one of Gerver's research on the use of pauses in interpretation, "96 percent of the pauses are less than two seconds, and nearly half of them (48 percent) last barely 0.25 to 0.50 seconds" (p. 246, ibid). Nonetheless, because pauses endure only a few seconds, they can provide the shadower more opportunity to focus on meaning and memorize the message as it is heard.

1.2. Types of shadowing

Several types of shadowing have been proposed by a large number of researchers. Some of these types have been employed in psychological studies, while others have been employed in language acquisition situations.

1.2.1. Kurata's Types of Shadowing

Kurata has suggested six types for the shadowing technique, namely full shadowing, slash shadowing, silent shadowing, part shadowing, part shadowing + comment, and part shadowing + question. The six types have different definitions, as the following:

1.2.1.1. Full Shadowing

Full shadowing necessitates the user listening to an auditory source and repeating it as soon as it is heard with as little delay as possible. This means that the listener emulates everything the speaker says while the latter does not wait the shadower to hit his/her pace (Wiltshier, 2007). A full imitation of the input characterizes this sort of shadowing. In other words, after completely comprehending the message, the shadower imitates this input word for word. Wiltshier states that full shadowing, on the one hand, necessitates attentive listening and oral production. However, it is regarded as a mentally challenging activity, particularly for low-level students (Wiltshier, 2007).

1.2.1.2. Slash Shadowing

Slash shadowing is a technique for simulating speech that includes gaps between phrases or sentences Wiltshier (2007) explain that ''the speaker purposely delivers their speech with pauses between phrases'' (p. 502). Slash shadowing is the most helpful sort of shadowing to use in the classroom because it allows pupils to concentrate on the message and process speech more slowly. In other words, because of the pauses, the shadower will have more time to notice the input (Wiltshier, 2007).As a result, slash shadowing will be a simple task, especially for beginners and those who have difficulty listening. It's similar to full shadowing in terms of technique, but slash shadowing is a lot easier (p. 502).

1.2.1.3. Silent Shadowing

Because it involves silently imitating speech, this sort of shadowing is known as mute shadowing. ''Silent shadowing, as the name suggests, is done in the head: sub-vocalization'' (Wiltshier, 2007, p. 502). It is indeed done in the same way as full shadowing, except its completely silent. In other words, the shadower repeats speech inwardly as it is heard, so no one can hear what he or she is saying. The speaker is unaware that the shadower is copying his or her speech when using the silent shadowing technique. As a result, shy students may benefit from this form of shadowing (Wiltshier, 2007).

1.2.1.4. Part Shadowing

Part shadowing, as the name implies, is the simulation of a portion of the input while ignoring the remainder. Of part shadowing, just the last or emphasized words in an input are shadowed (Wiltshier, 2007). When pupils have difficulty with full and/or slash shadowing, this technique is used in the classroom. Because full shadowing is more difficult, this is a

better option. ''the mental load when doing part shadowing is much less than when full shadowing''. Wiltshier explain that this style makes shadowing easier for poor students by not requiring them to shadow the entire speech, but rather to attend to certain words and shadow them as they are spoken (p. 503).

1.2.1.5. Part Shadowing + Comment

The listener imitates a portion of the input and remarks on it in this sort of shadowing. ''In order to do this successfully the shadower must have previously learnt a variety of suitable comments and be able to recall these forms from their long-term memory'' (Wiltshier, 2007). Part shadowing + comment is identical to part shadowing, but it also includes the shadower's explanation, opinion, or remark.

1.2.1.6. Part Shadowing + Question

The shadower imitates a portion of the speech and asks a question that is related to the discourse. In fact, this type of shadowing necessitates the shadower's comprehension of what is said in order to deliver a correct response to that input, as well as the formulation of a pertinent inquiry to what has been stated by a certain speaker (Wiltshier, 2007).Part shadowing + question, particularly, is considered the most difficult sort of shadowing since it necessitates the use of ''WH question" words, auxiliaries, and other forms that can be confusing to some pupils, such as inverting the sequence of the sentence's constituents (Wiltshier, 2007).

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

Table1.1 Kurata's types of shadowing (2007) (source: Hamada, 2012, p. 5).

The table above depicts the various types of shadowing, along with a brief description of each type and how the shadower imitates the input.

1.2.2. Murphey's Types of Shadowing

Murphy has proposed three types of the shadowing method/technique, namely complete shadowing, selective shadowing, and interactive shadowing. The three basic types have different definitions, as the following:

1.2.2.1. Complete Shadowing

Complete shadowing is the complete imitation of speech as it is heard. Murphey (2001) argues that shadowing involves ''listeners shadowing everything speakers say'' (p.129). The latter is comparable to full shadowing in that the shadower repeats the input word by word.

1.2.2.2. Selective Shadowing

Selective shadowing includes ''listeners selecting only certain words and phrases to shadow'' (Murphey, 2001, p. 129). Selective shadowing is also known as key word shadowing. The shadower selectively shadows the information that was heard or that was emphasized by the speaker by imitating parts of the speaker's phrasesas an exampleof selective shadowing.

1.2.2.3. Interactive Shadowing

Adding specific questions and remarks related to the speaker's words, known as interactive shadowing, allows the listener to naturally participate in the conversation (ibid.). As a result, after shadowing the input, the listener makes a comment or asks a question. In this approach, interactive shadowing shows that the listener is involved in the dialogue and understands what is being said.

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

Table 1.2: Murphey's types of shadowing (2001).

The table above shows the three Murphy's types of shadowing, along with a brief description of each type and how the shadower imitates the input.

1.2.3.   Norman's Types of Shadowing:

Norman has suggested two basic types of shadowing: phonemic and phrase shadowing. The two basic types have different definitions, as the following:

1.2.3.1.   Phonemic Shadowing

Phonemic shadowing is primarily concerned with sound mimicry. In the latter, the shadower does not wait for the speaker to finish the speech before beginning to produce the sounds that are heard. Furthermore, Norman claims that ''the student repeats each sound as soon as it is heard, without waiting for the completion of a unit of meaning, so that the shadower stays ' right on top' of the speaker''(cited in Dollerup and Loddegaard,1992, p.246).

1.2.3.2.   Phrase Shadowing

Norman claims that in phrase shadowing, the shadower imitates input at lengthier pauses, usually between 250 milliseconds and up, implying that the shadower shadows after the meaning has been completed (cited in Dollerup and Loddegaard, 1992). The latter entails shadowing phrases as they are spoken, but the shadower must wait until the meaning has been fully created. In fact, Coughlin believes that it's a terrific practice session for simultaneous interpreters.

1.2.4.   Kadota and Tamai's Types of Shadowing

Some procedures, such as mumbling, synchronized reading, prosody shadowing, and content shadowing, are also considered different sorts of shadowing methods, according to Kadota and Tamai (2005).

1.2.4.1.   Mumbling

According to Kadota and Tamai, mumbling is based on imitating the sounds heard while muttering (cited in Wiltshier, 2007). In other words, the shadower mumbles the words in response to the speaker's sounds. As a result, mumbling is used as a method of completing the shadowing process.

1.2.4.2.   Synchronized Reading

This technique entails shadowing the input while simultaneously reading the input's transcript aloud. The use of a written record of the material to be shadowed is a function of synchronized reading, which makes the emulation process easier for the shadower. This means that if the shadower comes across any complex or unfamiliar vocabularies, he or she

will refer to the material's transcript. As a result, the transcript serves as a tool for the shadower to identify unfamiliar vocabularies and comprehend the substance of the material (see table 1.3).

1.2.4.3. Prosody Shadowing

Kadota and Tamai (2004) argue that ''Prosody shadowing focuses on the rhythm, stress, intonation, speed, and pause of the language'' (cited in Wiltshier, 2007, p. 43). All prosodic components, such as stress and intonation patterns, are taken into account by the shadower when simulating expression. As a result, prosody is characterized as the unique characteristics that distinguish each utterance. This involves phonetic and phonological peculiarities based on semantic and syntactic elements, rhythm, tension, speech actions, turn taking, and the speaker's attitude and emotional state, among other things (Watson et al., 2010).

1.2.4.4. Content Shadowing

Kadota and Tamai, assert that the shadower tries to comprehend meaning in material shadowing (cited in Wiltshier, 2007). Content shadowing, as the name implies, is primarily concerned with the replication of feedback when taking into account the context conveyed by the speaker. As a consequence, comprehension is crucial when shadowing text.

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

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

The table above depicts a brief definition of mumbling, synchronized reading, prosody and content shadowing. It is Kadota and Tamai's types of shadowing, along with how the shadower imitates the input.

1.2.4.5. Rhythm Shadowing

Rhythm shadowing is the practice of imitating sounds with the hands. This may seem strange, but the latter was used in many cognitive science experiments involving attention studies. The shadower follows the rhythm played through headphones with his or her paws. As a result, this form of shadowing is often nonverbal. In the role of rhythm shadowing, Galaburda et al. (2002) state that subjects ''listened to a changing succession of rhythmic drumbeats and continuously reproduced the rhythms by clapping'' (p. 248). Thus, this task necessitates a high level of concentration as well as the ability to memorize the sounds provided to the shadower.

1.2.4.6. ''About you'' Shadowing

(Wiltshier, 2007, p. 504) states that this type of shadowing ''requires the shadower to change the personal pronouns and possessives in the input'' according to wiltshier the shadower imitates the speaker's words but changes a few words, such as changing the personal pronoun "I" to "you" and the possessive pronoun "my" to "your."

1.3. Materials to Shadow

Prof. Arguelles (2008) demonstrates in his video that the shadower requires ''an audio material that is continuous, uninterrupted, constant, narrative, or a conversation" in order to practice shadowing. Basically the shadower, can practice this task with a variety of materials. Further, the material might be an audio file, audio book, podcast, video, movie, a real native speaker, or any other recorded input related to the TL. Jullian (2012) further said that the material used in the shadowing technique may be a television show, a radio show, a podcast, an audio book, or some other documented material. However, the material should be appropriate for the shadower's level; for example, a beginner should shadow materials appropriate for that level (Jullian, 2012)

1.4.   Advantages of Shadowing

The shadowing method/technique has a number of advantages. The majority of them have something to do with studying a foreign language, specifically its skills.

1.4.1. Improving the Listening Skill

Shadowing is thought to be a beneficial practice and effective tool for helping students acquire a range of skills. According to Schewada-Nicholson et al., students can improve their listening, interpretation, speech processing, and production skills by using this approach (cited in Safont and Compoy, 2002). Ultimately, engaging learners in a shadowing task may help with some fundamental skills, especially listening skill.

1.4.2. Improving Listening Comprehension

Students afford a lot of experience listening while shadowing. More significantly, it allows them to focus on what they are listening to, resulting in increased listening comprehension. Shadowing, according to Moser, is an important exercise for improving listening attention (cited in Snell-Hornby et al., 1994). Furthermore, Hamada points out that ''shadowing is effective for improving listening comprehension skills'' (2014, p. 4). In terms of classroom practices, some studies emphasize the importance of shadowing in developing listening comprehension skills. This method/technique aids listening attention and allows students to concentrate on the substance of a specific material. Tamai asserts that ''compared to dictation as a classroom task, shadowing manifested a high level of efficiency on the listening skill of students'' (cited in Wiltshier, 2007, p.499).

1.4.3. Improving the Speaking Skill

For language learners, shadowing may be a crucial exercise in mastering their speaking skills. For instance, Wiltshier (2007) states that ''it provided them with a chance to successfully practice speaking English'' (p. 501) the students will be able to effectively communicate, share their thoughts, and relay messages.

1.4.4. Improving the Reading Skill

Shadowing is thought to have an impact on reading ability, despite its usefulness in developing listening and speaking skills. Shadowing, according to Kadota and Tamai, can help with not only listening and speaking skills, but also reading (Wiltshier, 2007). Thus , when students participate in a shadowing assignment prior to reading, they can better understand what they are reading and change their reading to match the teacher's reading. Sakoda and Matsumi states ''found that shadowing, when applied to reading instruction, significantly accelerated learners' accurate understanding of the text'' (p.499).

1.4.5. Improving Prosody and Concentration

The listener tries to be attentive to the feedback by copying various things in a shadowing session. This entails copying the speaker's speed, rhythm, tension, intonation pattern, and other characteristics. In one sense, since shadowing requires intense focus, Hatasa et al. (2011) claim that students direct their attention to expression. Takizawa, on the other hand, observes that ''learners appear to improve prosody, gain more concentration, and become used to natural speed as well'' (cited in Hamada, 2012, p.4).

1.4.6. Boosting the Working Memory

Shadowing strengthens memory, particularly working memory. It stimulates a number of brain regions. It activates regions of the brain that are responsible for generating language sounds and repeating messages in particular. Kadota stresses that ''This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learners' brains, especially the language canters'' (cited in Hamada, 2012, p. 4). In addition, he states that ''Through shadowing, learners will be able to automatize their speech perception, increase the capacity of their working memory, and strengthen the rehearsal process so that they can hold phonological information longer in the phonological loop''(ibid.).

1.4.7. Managing the Mental lexicon

After all, shadowing is regarded as a useful technique that aids in a variety of ways. Learners may be able to control certain elements of speech imitation, such as pacing and vocabulary usage, by shadowing Sakoda and Matsumi also mentioned that learners would be able to handle their mental lexicon, including vocabulary expansion and processing, through shadowing (Wiltshier, 2007) In fact, the mental lexicon includes all of the vocabularies that a person can know and use to understand language and perform various tasks.

1.4.8. Fostering Confidence

In addition to these benefits, shadowing may be beneficial for quiet or hesitant students because they are not required to talk loudly or use their voices in the classroom; Moreover, they will, shadow quietly using only their mouth muscles. Shadowing, in particular, may be used as a motivational tool for students who have low self-esteem. Thus, it will build morale and promote all students to participate in classroom activities. Further, shadowing has been shown to be appropriate for learners at all levels, i.e., beginner, intermediate, and advanced students may use shadowing to develop specific skills.

1.5. The Shadowing Experience and Professor Alexander Arguelles

Prof. Arguelles, a Ph.D. linguist from the United States, is a well-known shadowing educator and a strong supporter of the technique. This approach was created by the researcher and has been used to learn different language. The latter which ''he teaches and has employed himself in the past to learn something in the neighborhood of 38 languages'' (Wiki, 2013, para.1).

Therefore, Prof. Arguelles is well-known as polyglot who is fluent in a variety of languages. He was able to learn those languages through a combination of intensive reading and grammar practice, intense focus, and the shadowing learning method (Arguelles, 2008) In addition to several other videos related to foreign language learning, such as the Chinese language, Arguelles has shown how to use this method/technique in language learning in various videos.

1.6. Shadowing in Language Learning

Shadowing has become common in the world of foreign language learning as a relatively new technique. It is regarded as a practical technique and one of the most effective ways to learn a foreign language. This approach was first presented in Japan for the purpose of learning the Japanese language, and then it was applied to the teaching and learning of other languages.

In fact, Prof. Alexander Arguelles is credited with inventing shadowing as a method for learning a variety of foreign languages. By way of illustration, ''Shadowing is a language learning technique developed by the American Professor Alexander Arguelles, first in Germany and later Korea'' (''Learn Any Language'', n.d.).

Prof. Arguelles claims that language learning is divided into phases, with two specific levels of shadowing. Beginning is the first step, which can be accomplished using the Assimil, Linguaphone, or Cortina Method A. However, he claims that Assimil is one of the best courses for shadowing practice.

This researcher has developed a unique method of shadowing. In one of his videos, titled "Shadowing a foreign language (Chinese)", demonstrated how to use this technique outside, and walking quickly and loudly. He went on to say that shadowing should be done in such a way that the shadower feels at comfortable when mimicking the input (Pof. Arguelles 2010).

1.7.   Stages of the Shadowing Task

Hatasa et al. (2011) assert that ''it is easier to practice shadowing with a transcript. As you become accustomed to the practice, try to do the shadowing without a transcript. The text should be relatively short and easy, to minimize frustration'' (p. 294) the method of shadowing can be complicated and unpleasant at first, which is why the transcript or subtitles can be used to help with the input emulation. The shadower is then expected to simultaneously listen and read the transcript, either quietly or loudly. Due to the complexity of the input, this stage is optional, which ensures that the transcript can be applied. The shadower can identify the substance of the material to be shadowed by reading the transcript. If any complicated words are found, the shadower will look them up in the dictionary to get a better understanding of the input. As a consequence, the shadower would have an easier time remembering new words (i.e., vocabulary expansion).

According to Hatasa et al. (2011), in order to perform the shadowing operation, the shadower must first listen to a recorded audio and then mimic it as soon as it is heard. In terms of speech comprehension and processing, repeat this step as many times as possible. To further explain, Jullian (2012) has published a video about the shadowing technique in which he claims that in order to practice shadowing, one must select a specific content, for instance, choosing a book with CD. Thus, shadowing necessitates playing this CD as many times as possible. The shadower can then read the book and consult a dictionary to determine the meaning of any new words, which may help to broaden his or her vocabulary in some way. The next step is to listen to the CD again and shadow it, which entails emulating all that can be understood and imitating various aspects such as pronunciation, rhythm, and sound. In this way, the shadower can try to sound as much like the CD's native speaker as possible (Jullian, 2012).

Conclusion

To conclude, the current chapter attempted to yield a general overview of the shadowing technique/method. Initially, the chapter reviewed primarily one of the basic concepts of the present research is shadowing. Additionally, it attempted to provide the different definitions of shadowing, alongside clarifying some terms related to shadowing, which may be confusing or unfamiliar to readers. In the same vein, it differentiated between various types of shadowing, identified its components, and materials used to shadow. Moreover, this chapter has specified the advantages of the shadowing technique. Finally, it traced the importance of the implementation of the shadowing technique into language learning.

Chapter Two

LERNERS' ENGAGEMENT

An Overview

Introduction

According to second and foreign language teachers, the main issue their students face is a lack of engagement in learning. Many educators and linguists put an emphasis on this area of study; the current chapter will focus on the numerous definitions of learner engagement, as well as some ideas for engaging students and the features that distinguish engaged students from disengaged students. Furthermore, we look forward to giving teachers practical strategies for engaging each of the different learner styles in their classrooms. Finally, we are going to consider the value and significance of engaging students.

2.1. Definition of engagement

In modern pedagogical issues, the phrase "engagement" is becoming increasingly significant. Here is how Kuh (2009) defines engagement "The engagement premise is straight forward and easily understood: the more students study a subject, the more they know about it, and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning" (p. 5). This concept emphasizes how engagement occurs when a pupil's participation in learning, such as participating in a conversation or collaborating on a problem solution, contributes to their learning and encourages them to continue participating in classroom activity. Moreover, Christenson, Reschly and Wylie (2012) the term "engagement" is used to describe the process of increasing motivation and assisting students in developing their learning identities (p3). This is due to the importance of engagement in the learning process.

Over the last few decades, there has been a growing interest in student engagement in a variety of settings. Furthermore, many scholars have defined the term "learner engagement." As mentioned, student engagement is a multidimensional entity that incorporates various interrelated dimensions (Fredricks, Blumenfeld, and Paris, 2004). It is also an active image for both learners and teachers, according to Christenson et al. (2012). (p3). Barkley (2010), on the other hand, claims that engagement is a mixture between motivation and active learning, which means that engaged learners show encouragement and active participation toward their learning process when they are fully engaged in classrooms.

Engagement, in this context, is defined as the result of combining motivation and active learning. Barkley (2010) (p.07) indicates that "motivation and active learning work together synergistically, and as they interact, they contribute incrementally to increase engagement" (p.07). In other sense, engagement is the result of increased motivation and active learning on the part of students. According to Barkley (2010), the relationship between motivation and active learning, as well as how they are integrated, results in a more comprehensive word called 'engagement.' To emphasize, learner engagement will not occur if any of the criteria, motivation and active learning, are missing (Barkley, E. F. 2010).

Broadly speaking, Willms, (2003) demonstrates that "researchers have recently used the term engagement to refer to the extent to which students identify with the value schooling outcomes, and participate in academic and non-academic school activities" (p. 08). The scope of his definition of the term is somehow broad in the sense that it refers to both academic and non-academic practices rather than being restricted only to those taking place within the classroom.

2.2. Strategies to Improve Learners' Engagement

Even though engagement is required for effective knowledge delivery, it should be developed. Lippman and Rivers (2008) offer some suggestions for engaging students. According to them, "support from adults at their school, challenging and interesting tasks, adequate structure, and support for autonomy, opportunities to learn with peers, and opportunities for active learning" are all necessary for increasing student engagement. Taylor and Parsons (2011), for instance, identify many approaches to improve learners' engagement in order to improve the learning process and outcomes.

2.2.1. Interaction

Currently, the world's societies are growing in size, necessitating individuals to communicate with one another in order to meet specific demands. Learners, likewise, require continuous interaction and contact in their classrooms, whether with the school staff or with their peers (Taylor and Parsons, 2011) this interaction can be face to face or through the social media. They are convinced that "students today are intensely social and interactive learners" (Taylor and Parsons, 2011, p.08). The researchers go on to say that the learning environment in the classroom should always stimulate conversation and

interaction, both between the teacher and the students and between the students and the teacher.

2.2.2. Exploration

Brown (2000; cited in Taylor & Parsons, 2011) recommends that learning should be more concrete and tangible in order to foster a spirit of exploration. . Learners benefit from doing in this regard. Learners are more engaged when learning is concrete. Besides that, programs that blend inquisitiveness and problem-solving scenarios include increasing learners' engagement of exploration, which will boost learners' participation in addressing such challenges and seeking answers to the posed questions. They make the assumption that that "today's learners ask for the opportunity to explore and find solutions and answers for themselves" (Taylor & Parsons, 2011, p. 11).

2.2.3. Relevancy

Even though learning occurs best in context, relevant real-life circumstances are seen as a motivator for students to participate more actively in learning activities and tasks. Besides, (Willms, Friesen & Milton, 2009, p.34) claim that "the work students undertake also needs to be relevant, meaningful, and authentic- in other words, it needs to be worthy of their time and attention". i.e., Theoretical and abstract concepts, on the other hand, are unattractive and dull to students. Their learning goals are summed up in meeting their real-world demands with the knowledge they learned in class. As a result, using authentic materials and contexts, as well as adapting to real-life situations, can engage learners and immerse them in useful and effective learning (cited in Taylor & Parsons, 2011, p.12)

2.2.4. Multimedia and Technology

In current world, various subjects and topics can be addressed using technological devices and programs. This technological advancement makes it simpler for students to interact and form social interactions, particularly with other researchers, to investigate varied subject matter that meets their unique demands, and to address relevant field subjects that they are truly interested in (Taylor & Parsons, 2011). As a matter of fact, incorporating technology into various instructional processes promotes learners in becoming more engaged by meeting their needs for relevant knowledge and interaction.

2.2.5. Engaging and Challenging Instruction

According to Taylor and Parsons (2011), teachers might inform students that

creating a tough classroom environment is beneficial to the learning process. Furthermore, they should break the ice and establish a welcoming climate in which students can even challenge their lecturers, as this is an important component of the entire educational process. This perception of difficulty engages students and encourages them to participate and improve critical thinking skills in order to improve their learning. The researchers go on to say that both teachers and students "desire quality instruction delivered in socially, emotionally, and intellectually engaging ways" (Taylor & Parsons, 2011, p. 21) which contributes to increased engagement from different angles

2.2.6. Assessment for Learning

In fact, students should receive frequent feedback on their progress and development throughout their education (Taylor & Parsons, 2011). According to researchers, this orientation increases their engagement because they truly understand what to develop, what to modify, and what to eliminate completely. They are engaged in interactions with other learners while gaining insights into how they approach their learning. Moreover, teachers who want to assess their students' development must use formative assessment, which must be done on a regular basis. This formative assessment is called "learning for further development" by Taylor & Parsons, (2011). As a result, learning assessment will improve learners' engagement.

2.3. Engaging the Main Learning Styles

In an article titled "How to Engage the 7 Types of Learners in Your Classroom," the following suggestions are made (2017). It consists of tactics that the professor should use to engage the various learning types that may present in his or her classroom, including auditory, visual, verbal, and kinesthetic learners.

2.3.1. Engaging Auditory Learners

Auditory learners have a proclivity for being good listeners. Listening to their teacher's explanation helps them detect sounds and understand them better. The article "How to Engage the 7 Types of Learners in Your Classroom" (2017) is similar asserts that "auditory learners like to hear solutions and examples explained to them, and may gravitate towards music subjects and group learning as a way to understand information". It declares that teachers can use their tones to make their explanations more fascinating

and attractive to auditory learners. It also proposes that auditory learners be asked to read back their own notes to themselves by their teachers learners"(…) to read back their own notes to themselves (and the class)" "How to Engage the 7 Types of Learners in your Classroom, 2017" W .Teachers can also employ audio recordings to engage auditory learners and help them understand the topic.

2.3.2. Engaging Visual Learners

Visual learners are classified as follows, according to the article "How to Engage the 7 Types of Learners in Your Classroom" (2017): Habitual doodlers /drawers, observant, not easily distracted, enjoy planning, and prefer visual instructions. After all, visual learners prefer to transform the various materials presented in a course into drawings, graphs, and etc. As a result, in order to engage visual learners, teachers must incorporate teaching materials such as pictures, diagrams, mind maps and videos. Although those materials are geared toward visual learners, they are motivating and engaging to many other types of learners.

2.3.3. Engaging Kinesthetic Learners

The energy level of kinesthetic learners is higher than that of other types. According to "How to Engage the 7 Types of Learners in your Classroom, 2017" they "(…) prefer to physically engage with the materials of the subject matter". To engage kinesthetic learners, teachers must employ instructional approaches that allow them to walk around the classroom and interact with other students "How to Engage the 7 Types of Learners in your Classroom, 2017" rather than reading a book, they prefer to roam freely on open surfaces.

2.4. Engagement: Motivation and Active Learning

2.4.1. Motivation

The Oxford Dictionary (2021) defines motivation as the "desire or willingness to do something". This willingness increases and pushes the person to act or attain a specific goal or purpose. Motivation is a psychological emotion that a person has and processes unknowingly as a result of external or internal influences. Thus, motivation is "the condition of being eager to act or work, a force of influence that causes someone to do something" (Merriam Webster, 2021). For Ryan and Deci (2000) motivation is considered

as an act or energy that motivates a person to act and move toward a specific target or goal (cited in Gedera, Williams & Wright, 2015, p. 13).

When it comes to the relationship between motivation and engagement, a number of studies have been conducted to determine the extent to which the two are linked. (Gedera et al., 2015) assumes that "student motivation and engagement are closely related elements of student learning and can have an impact on learning outcomes" (p. 14). Likewise, they claim that in order to achieve engagement, one must retain motivation. Furthermore, Zepke et al. (2010, p. 03) consider intrinsic drive to be a component of engagement that propels students onward. "Exercise their agency" and demonstrate their potential and capabilities.

According to Eccles and Ming-Te Wang (cited in Christenson et al., 2012, p. 139), Motivation is an indicator of engagement, not a component of it. Nonetheless, Olson and Peterson (2015) presume that engagement leads to motivation rather than the other way around they claim that the various psychological states and behavioral characteristics displayed by engaged learners "extend to the level of motivation they have to learn and progress in their education" (Olson & Peterson, 2015, p.01).

2.4.2. Active learning

Active learning in the classroom is another component of engaged learners. Wanner (2015) asserts that there is a link between engagement and active learning. Moreover, Hanifah Firdaus (2015) explains that active learners outperform passive learners in terms of degrees and learning outcomes. According to this theory, active learners get greater degrees and learning outcomes than passive learners. In the same vein, Radloff and Coates (2009, p.17) assert that active learning is "the extent to which students are involved in experiences that involve actively constructing new knowledge and understanding", and that promoting students to engage in active learning can help them achieve better learning outcomes and academic success, which is a sign of successful education (cited in Wanner, 2015, p.155).

In the light of what precedes, we can deduce that the result of combining "motivation" and "active learning" is engagement (Barkley, 2010, p. 17). believes that motivation and active learning work together to build learners' engagement and attract them into the learning process over time. Further, states that "motivation and active learning work to get synergistically, and as they interact, they contribute incrementally to increase engagement" (Barkley, 2010, p. 07). The figure below, shows how came at this conclusion.
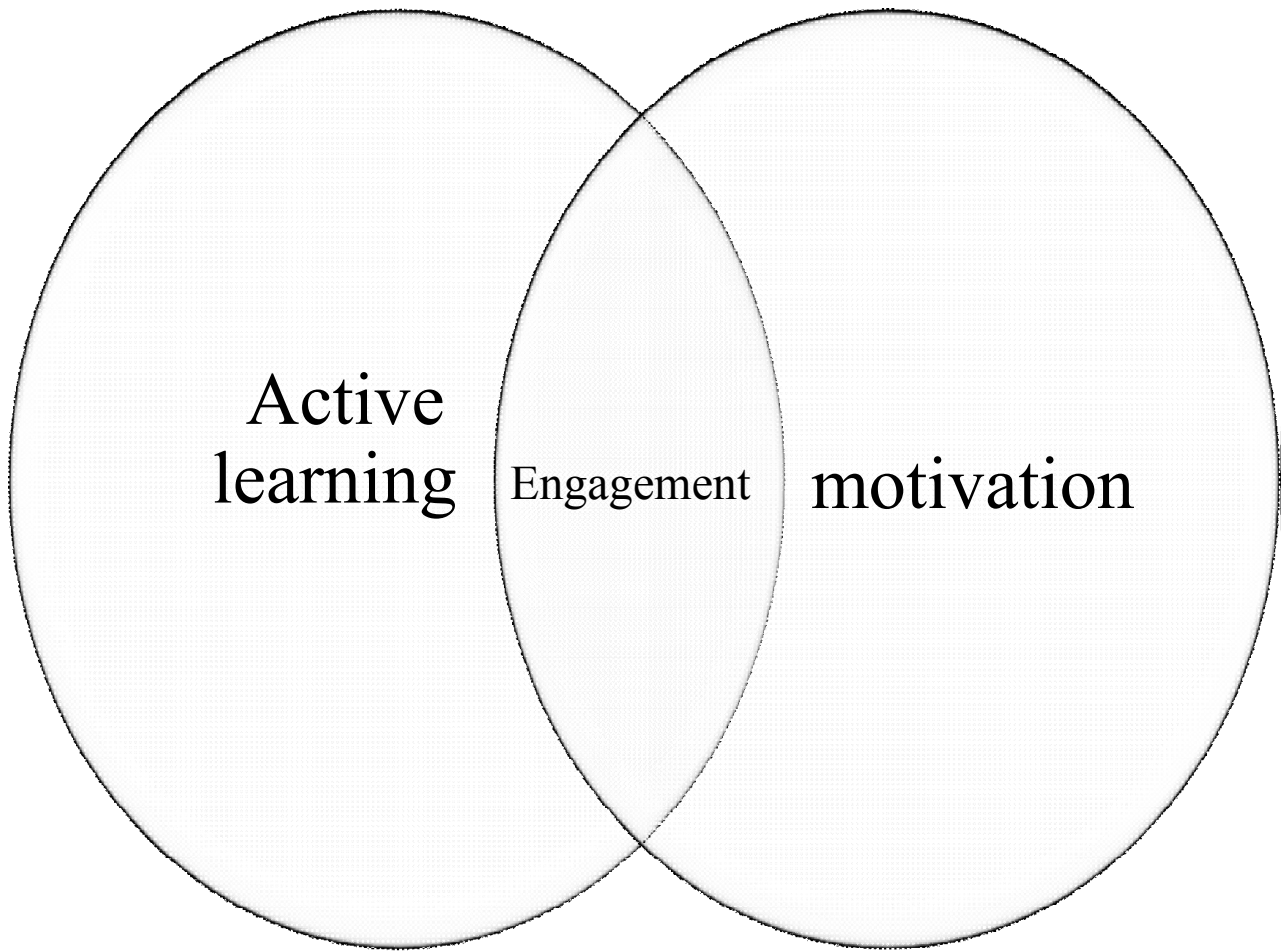
Figure 2.1: The Model of Students" engagement (Barkley, 2010, p. 6)

The figure above is suggested by Barkley (2010) and represents the relationship between motivation, engagement, and active learning.

2.5. Types of Engagement

Indeed, each researcher offers his or her own definition of learner engagement, but none is comprehensive or includes all three types of engagement. Nonetheless, the bulk of academics have come to a consensus on a set of engagement categories. According to Hanifah Ferdaous (2015), students' participation can be categorized into three types: behavioral, emotional, and cognitive engagement. Trowler (2010) also finds favorable aspects in all three definitions.

2.5.1. Behavioral engagement

It emphasizes the positive behaviors and manners displayed by students during the teaching process, and it is related to the students' actions. For example, class attendance, submission of work, contribution to class discussion, or participation in school-related activities. Behavioral engagement, according to Trowler (2010), is the encouragement of pleasant connections through group work.

2.5.2. Emotional engagement

Emotional engagement refers to students' emotions reactions to their learning in its broadest definition. A student, who is emotionally engaged, for example, may say that they are interested in their subject and like learning. Emotional engagement, according to Trowler (2010), can stimulate interests, provide a sense of belonging, and foster good attitudes toward learning.

2.5.3. Cognitive engagement

Cognitive engagement, on the other hand, is linked to the learner's thinking during the instructional operation. It has to do with the psychological investment a student makes in their education. For example, desire to go above and beyond the requirements of the class and the usage of metacognitive learning techniques. According to Trowler (2010), any cognitive engagement offers several advantages, including supporting learning goals, improving self-regulation, and increasing learning investment.

2.6. Students' Engagement and Academic Achievements

Numerous researchers have stated that pupils engagement predicts academic achievement, but others have maintained that this is not the case. Moreover, the links between engagement, motivation, and active learning influenced the relationships between behavioral, emotional, and cognitive engagement and academic accomplishment (Barekly, 2010).

2.7. Engaged Learners vs. Disengaged Learners

A list offered by 'E-learning Infographics' (2014) is summarized and explained in the figure below. The following is a list of the different traits that both engaged and disengaged learner's exhibit. Teachers can determine whether or not their students are engaged based on these criteria.
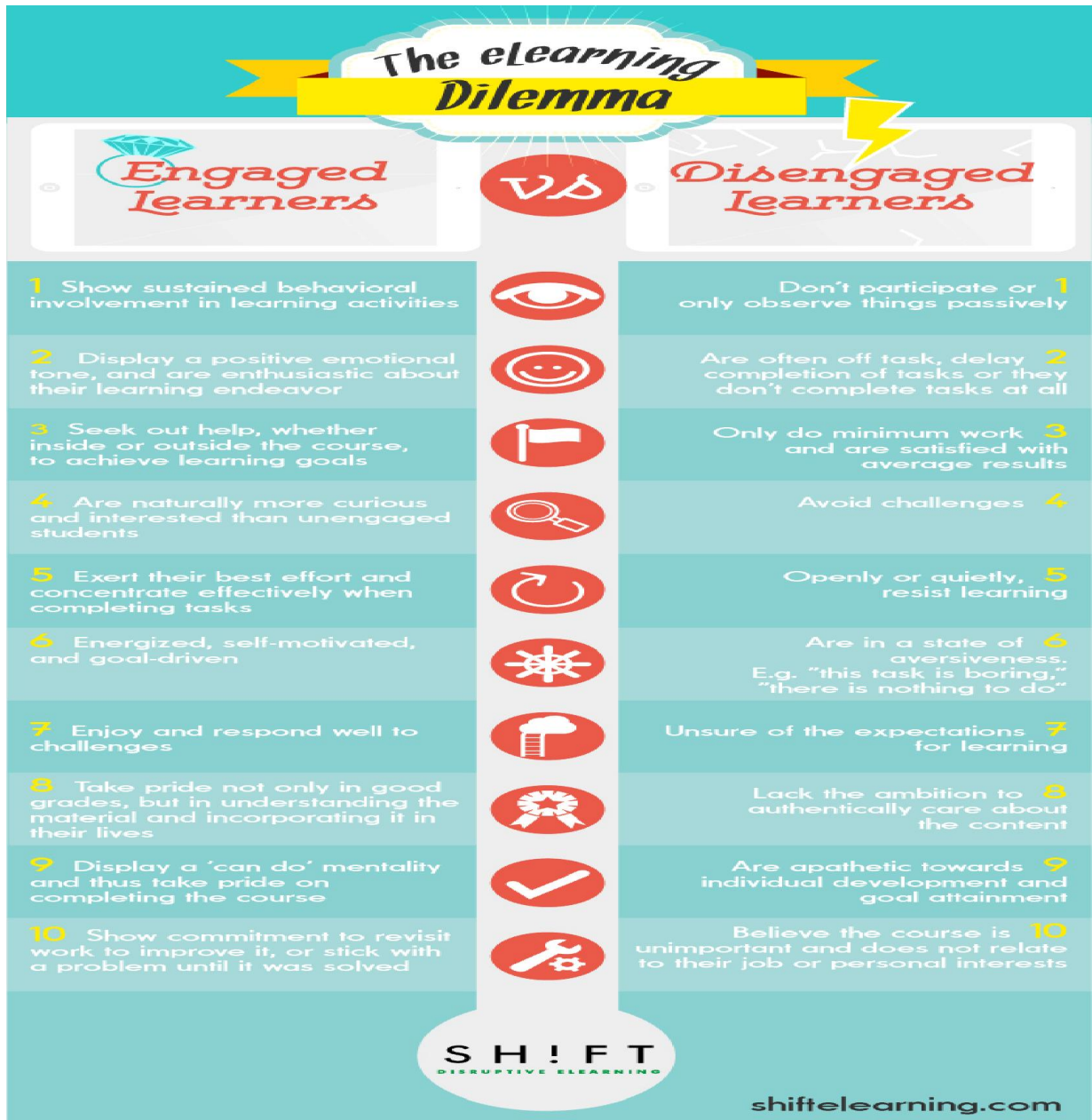
Figure 2.2: Engaged Learners vs. Disengaged Learners, Amador (el febrero 03, 2014)

The diagram above depicts the important aspects that distinguish engaged from disengaged students.

2.8. Silver & Perini's Eight C's to Engage Learners

Another classification of learner styles is presented by Silver and Perini (2010). They propose four types of learners, each with two engaging tactics, which they refer to as "the Eight C's."" To begin with, a mastery style refers to the type of learner who attempts to master a specific skill or competency. Second, those who seek interpretations by presenting questions and being curious to comprehend and make sense of what actually occurs are said to have an understanding style. Third, according to the authors, self-expressive learners are more creative because they try to express themselves in the way that best suits them. They also expect others to appreciate and recognize their individuality. The fourth one is interpersonal learning, in which students are social, supportive, and learn by interaction (Silver & Perini, 2010).

2.8.1. Competition

Competitive activities and assignments should not be too difficult for students to complete in order for them to have the best chance of succeeding (Silver & Perini, 2010). To put it another way, difficult tasks that are beyond the level and skills of learners will not stimulate classroom competitiveness, while simple activities that can be finished quickly and simply would bore learners. As a result, mild classroom activities and assignments, could foster rivalry and as such interest students in the learning process (Silver & Perini, 2010).

2.8.2. Challenge

Learning activities range in difficulty from the easiest to the most difficult, from, the simplest to the most complicated (Silver & Perini, 2010).This method would provide a tough environment for students to fully engage with the topic. Learners, on the whole, are willing to take on a hard activity that is connected to their interests and within their grasp. Thus, teachers should allow students to choose the most appropriate task for them (Silver, & Perini, 2010).

2.8.3. Curiosity

Teachers can encourage students to be more curious by introducing them to puzzles, riddles, and other enigmatic questions and assignments (Silver & Perini, 2010).They can also apply the subject they're teaching to various types of quizzes, eliciting curiosity and inquisitiveness from students. Certainly, curiosity and inquisitiveness are thought to be among the characteristics of engaged learners (Silver & Perini, 2010).

2.8.4. Controversy

Silver and Perini (2010, p. 10) explain that "our content areas are loaded with controversies, arguments, and intellectual disagreements". Hence, the teacher's responsibility is to engage students and encourage them to make arguments for their perspectives, interpretations, and responses to the subject at hand (Silver & Perini, 2010).

2.8.5. Choice

Learners should be able to choose how they process knowledge, how they progress in their learning, and how they can communicate with others "(…) demonstrate what they've learned" (Silver & Perini, 2010, p. 10). Learners' involvement may increase as a result of this freedom of choice, as they realize that learning is their responsibility, not the teacher's.

2.8.6. Creativity

Teachers can encourage students' creativity and imagination by using a variety of methods "(…) divergent thinking activities, non-routine problem-solving, metaphorical thinking, projects, and just about any way you can think of that allows students to put their original stamp on what they're learning" (Silver & Perini, 2010, p. 11).To put it another way, teachers must encourage students to leave their personal imprint on their work in order to increase their involvement.

2.8.7. Cooperation

Learners benefit greatly from cooperative work because it encourages them to create a sense of belonging by allowing them to engage with other students in the classroom on a regular basis (Silver & Perini, 2010). Furthermore, Cooperation can also boost students' self-esteem by allowing them to contribute and be supported by their peers through teamwork and classroom discussions.

2.8.8. Connections

When students recognize that their classroom learning is directly related to and satisfies their real-life needs, they become more engaged. Silver and Perini (2010, p. 11) believe that these students try to relate to one another "(…) connect what they're learning to their lives beyond the school walls". As a result, teachers should discover strategies to assist students in discovering these connections by making learning more real and relevant.

2.9.   Importance of Learner Engagement

Without a doubt, engaging learners in their own learning is critical. Learner engagement, according to Lester (2013), Silver and Perini (2010), ensures topic mastery and, as a result, higher learning outcomes and accomplishment grades. Additionally, engagement"(…) has a positive impact on the acquisition of course content" (Pascarella & Terenzini, 2005, p. 101) (cited in Lester, 2013, p. 04). Similarly, Fredricks et al., (2003) believe that "there is considerable evidence in the research literature between engagement and positive academic outcomes". As it is clearly shown, engagement is critical for learners to master the subject matter and succeed. As a result, in order for students to be higher achievers, teachers must find ways to engage them (Newman, 1992; cited in Riveros, 2016).

Conclusion

It is crucial to keep students engaged during classroom instruction. The level of engagement of those learners has a strong correlation with learning outcomes and accomplishment. As a result of this research, various instructional strategies that may engage students have been identified. The present chapter aims to provide some insight into the concept of engagement in regard to its various types, assessment, and the importance of learners' engagement, without forgetting to shed light on the engagement of the main learning styles. Moreover, it provides an overview of the engaged and disengaged learners, as well as some indicators of learner engagement. The next focus will be on providing the theoretical foundation for the chosen technique and justifications for the decisions made in this study.

Chapter Three

Data Analysis and Discussion of Results

Introduction

The current chapter presents the fieldwork for this study. To begin, a descriptive study has been adopted in order to collect and analyze data. Accordingly, the data collection tools consist of the teachers' interview, the pupils' questionnaire, and a classroom observation checklist. These data collection tools were conceptualized on the basis of this research study's theoretical component. The present chapter is an attempt to gather data in order to investigate the main research questions. Additionally, it seeks to analyze and discuss the obtained results and use the findings to support and validate the research hypothesis stating that the implementation of shadowing techniques can help foster EFL learners' engagement.

3.1. Teachers' Interview

The primary goal of conducting teachers' interview is to collect data on the various opinions and attitudes of middle school English teachers toward implementing the shadowing technique and its effect on their pupils' engagement.

3.1.1. Description of Teachers' Interview

The current interview is designed for teachers to implement shadowing techniques in their classroom English teaching. More specifically, it is administered to teachers who teach English in middle schools. The questions included in this interview are either closed-ended or open-ended. First, in close-ended questions, teachers are supposed to provide a 'YES' or 'NO' answer. Furthermore, open-ended questions consist of both clarification sub-questions such as "please, explain" and "please, provide an example", and other questions that require teachers to answer an open-ended question or a statement. These questions can provide the opportunity to obtain more insightful responses and diminish ambiguity. Finally, this interview consists of (20) questions distributed over three sections: General Information, shadowing technique, and Pupils' Engagement.

3.1.1.1. Section One: General knowledge

This section is devoted mainly to gather data about the respondents' background and personal information. It contains data about their educational and professional qualifications, and the grades they are teaching.

3.1.1.2. Section Two: Shadowing Technique

This section is concerned with the various teaching techniques employed by the teachers when conducting shadowing lessons. It also sheds light on different classroom teaching procedures such as time-management, learning objectives, and organization of the class work. This section aims at identifying how teachers approach the integration of shadowing technique in classroom.

3.1.1.3. Section Three: Pupils' Engagement

This section reports the way teachers recognize their pupils' engagement during lessons. It consists of various pupils' behaviours that the teachers usually observe and identify when undertaking classroom lessons. Additionally, it targets teachers' perceptions and measurements of their pupils' engagement.

3.1.2. Administration of Teachers' Interview

The current interview has been conducted with six teachers of countryside middle school English teachers of Alghrouse, Biskra. All teachers demonstrated their collaboration by providing us with valuable responses. The latter serve our study in that they capture the teachers' perceptions, views, and attitudes towards the implementation of shadowing, and whether or not they implement it and if it optimizes their pupils' engagement.

3.1.3. Analysis of Teachers' Interview

3.1.3.1.   Section One: General knowledge

Question 01: Would you specify your degree?

Teachers' Degree(s)	Number	Percentage
Doctorat	0	0%
Magister	3	50%
Master	3	50%
Total	6	100%

Table 3.1: The Teachers' Academic Degree(s)

Concerning the academic degree (s) obtained by the English teachers at Middle School, they are divided as follows: three of them claimed to hold a Bachelor's degree (BA/license degree) 50% and three claimed to hold a Master's degree 50%.Accordingly, we can conclude that none of the six teachers hold a Doctorate degree.

Question 02: How long have you been teaching English in Middle school?

Interviewers	Span (years)
A	12
B	26
C	11
D	2
E	2
F	4

Table 3.2: Teachers' Period of Teaching.

As far as the teaching experience of our interviewers, it varies from the novice one(s) to the more experienced one(s). Besides, and as demonstrated in table above, they have been teaching English at middle school for a period that ranges from 2 to 26 years. That is to say, this variation is beneficial for collecting and attaining wealth and varied data that

may likely help us answer the research questions. Indeed, the teachers can provide us with data depending on their teaching experience and the various teaching methods and techniques they have been through during their previous years of teaching, and whether shadowing technique is implemented or not. This will probably help them identify the difference(s) existing between traditional teaching and the recent one.

Question 03: Which level(s) are you teaching?

When enquired about the level(s) taught by each teacher, four teachers reported that they teach second and fourth years, while the two other teachers claimed that they teach first and third year class. This distribution of levels is organized mainly to maintain teachers' coordination and planning of lessons, tests and exams. Additionally, the teachers who have been assigned the teaching of final classes (fourth year classes) are those who have longer teaching experience (four, eleven, twelve and twenty-six).Whereas, the two other teachers have been assigned the teaching of first and third year classes. We thought that posing such questions with regard to their degree and period of teaching would help us to figure out whether these elements affect their decisions, as well as the way of implementing shadowing technique in the classroom.

3.1.3.2. Section Two: Shadowing Technique.

Question 01: Is shadowing technique implemented in your English classroom teaching?

Interviewers responses	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.3: Adoption Shadowing Technique.

This question seeks to enquire whether the teachers of the given sample have adopted the shadowing technique or not. As the table above displays, all teachers (100%) indicated that they use this technique during classroom instruction but they do not know its name (shadowing technique). While, regarding those rates, we can conclude that all

teachers can comprehensively respond to the following questions and statements. Our concern remained as to how the teachers use this technique and whether they utilize it in traditional or modern way practically in their classroom or not.

Question 02: Do you think that shadowing's major aim is to enable pupils to:

Shadowing's major aim	Number	Percentage
Master particular grammar structure/ language form	1	17%
Use English to deliver meaning in different contexts outside the classroom	0	0%
Both of them	5	83%
Total	6	100%

Table 3.4: Shadowing Major Aim.

This question intends to reveal the teachers' degree of acknowledgment of the major goal(s) that shadowing technique addresses. The options suggest that shadowing aims at developing pupils' language structures, enabling pupils to use the language to deliver meaning, or helping pupils develop both. As the table above illustrates, only one teacher (i.e., 17%) reported that shadowing's main goal is to enable the pupils to master a particular grammar structure and language form. Furthermore, none of the teachers (i.e., 0%) assumed that its objective was merely to help pupils use English to deliver meaning in different contexts outside the classroom. Finally, five out of six respondents (i.e., 83%) claimed that in a shadowing technique, pupils are required to use both the target language to communicate meaning in different real-life situations and develop the language structures and the grammatical ability.

Please explain:

A follow up question required teachers to justify their choices of shadowing's main aim. Notably, the five teachers (83%), who believed that shadowing targets both language form and use, explained that a language is composed of two facets: the ability to write correct sentences and to use them in authentic contexts. Therefore, shadowing enables

pupils to practice the grammatical rules implicitly in order to acquire appropriate language use. In other words, shadowing does not focus on one aspect and neglects the other because it targets pupils' communicative competence in general which develop learner's ability to use language to communicate successfully. Accordingly, its goal is to develop both language form and use for better foreign language acquisition.

Question 03: do you use recorded audio of each of your tasks?

Interviewers responses	Number	Percentage
Yes	1	17%
No	5	83%
Total	6	100%

Table 3.5: Using Recorded Audio.

Our concern remained as to how teachers use this technique and whether they utilize it in a traditional or modern way practically in their classroom or not. Since in the proceeding question, a total number of teachers argued that they use this technique, reasonably, in this question, they would answer if they used recorded audio. That is, one of them use recorded audio, his response show that he is well aware that shadowing is a good way to help not only with speaking skill but also to motivate them through the use of audio. Nonetheless, the five teachers said that they never use recorded audio.

Please explain why?

Later in this question, teachers were asked to specify their answers. The five teachers explained that the primary reasons that hinder them from using recorded audio to shadow their instruction are time restrictions, as well as the physical condition of the classroom. They acknowledged that organizing and performing with these materials took a significant amount of class time. We also came to the realization that these teachers did not use those materials through their own teaching. Nonetheless, as previously stated, teacher F appears to be doing so. In this way, he was the only one to answer the question with yes. He notified," In "I listen and do" lessons, pupils need to listen to a script. As a teacher, I prefer audio scripts. Listening to native speakers makes them accustomed to listening to

native speakers to acquire several skills, including listening and speaking skills that would automatically foster their engagement".

Question 4: Do you give your pupils limited time to complete the task?

Teachers' responses	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.6: Setting Time Constraints during Tasks.

As far as this question is concerned, it was asked in order to determine the teachers' time-management during tasks. The percentage reveals that 100% of our interviewers affirmed that they set definite time constraints. On the other hand, none of them (00%) indicated that they allow their pupils to set their own timing of the task or to let the timing of the task open and boundless.

Question 05: What kind shadowing tasks do you usually use?

Interviewer	Kind of shadowing task
A	I listen and repeat
	I listen and answer
B	I listen and fill the gaps
	I listen and repeat
C	I listen and repeat
D	I listen and repeat
E	I listen and repeat
F	I listen and repeat / I pronounce

Table3.7: kind of Shadowing Task.

This open-ended question was designed to gain deeper insights into the way this teaching technique is implemented into their classroom instruction. All interviewers

claimed that choosing "I listen and repeat", that is to say, in this kind of lesson the teacher should use shadowing technique. In the same vein, in a listening lesson, teacher B uses the gap-filling tasks; additionally, in a pronunciation lesson, interviewer F uses this technique to help them hear the sounds clearly and correctly.

Question 06: Do you use ICTs during your teachings?

Interviewers responses	Number	Percentage
Yes	2	33%
No	4	67%
Total	6	100%

Table 3.8: Teachers' Use of ICTs.

The purpose of this question was to see if English teachers use ICTs in their classrooms. Two teachers (33%) stated that they rarely use ICT in their lessons. On the other hand, a higher percentage (representing 67% of the respondents) acknowledged they did not have the materials in their classrooms.

Question 07: How often do you use the mother language to explain the task instructions?

Frequency	Numbers	Percentage
Always	**0**	**0%**
Sometimes	**4**	**67%**
Rarely	**2**	**33%**
Never	**0**	**0**
Total	**6**	**100%**

Table 3.9: Frequency of Using the Mother Language during Task Instructions.

This question probed the degree of frequency that six teachers in middle schools use the pupils' mother tongue to explain the task instructions. To begin, a rate of 67% of teachers confirmed that they sometimes use the pupils' L1 to explain the instructions at the

beginning of the task. Moreover, two A and B teachers (33%) stated that they rarely clarified the instructions for the task using Arabic. As a result, we can confirm that some second year pupils suffer from a vocabulary shortage, which urges some teachers to use Arabic in order to make the task instructions clearer and to encourage them to acquire the language patterns rather than simply translating them into Arabic.

Question 08: How do you usually introduce the topic of your lesson? Is it (you can tick more than one option).

Option	Number	Percentage
Through pictures	6	67%
Through videos	0	0%
Using mind map	3	33%
Total	9	100%

Table 3.10: Procedures of Introducing the Task Topic.

This question is aimed at investigating the way (s) in which teachers introduce the topic of classroom lesson. There are numerous methods and techniques for attracting students' attention and allowing teachers to explore and anticipate the task's content alongside their students. This question suggested three main choices: through pictures, through videos, or using a mind map. As the table reveals, 67% of the responses claimed that they introduced the topic of the task through pictures. Furthermore, 33% said they use a mind map and brain storming, including the spider, to investigate the lesson topic. However, no one of the respondents used the video recordings to do so. This indicates that the use of ICTs during English classes does not exist. This could be due to time constraints or a lack of materials such as data displays and personal computers at this academic institution.

If others please justify:

This sub-question is designed to obtain more details of the procedures undertaken by teachers to introduce the task topic. There are no other procedures.

Question 09: During tasks, you usually organize your pupils to work:

Option	Number	Percentage
Individually	1	17%
In pairs	3	50%
In groups	2	33%
Total	6	100%

Table 3.11: The Teachers' Organization of Class Work.

This question was asked in order to investigate how teachers proceed during classroom tasks. We proposed three main choices for the way pupils are organized to work when conducting tasks. Regarding the first choices, only one preferred his pupils to work solo 17 (i.e., individually). Furthermore, two teachers (33%) who responded thought that group work was the best option for completing tasks. However, three of the teachers (i.e., 50% of interviewers) indicated that pair work is more effective when working on tasks. What can be concluded from the above percentages is that the majority of participants believed that interaction during classroom tasks is crucial. Hence, collaborative work, including group and pair work, is considered to be a facilitator of maintaining interaction and communication amongst pupils.

Question 10: Do you believe that the lesson content is directly connected to your pupils' real life settings?

Teachers' responses	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.12: The Lessons Related to Real-Life Situations.

The current question sought to probe the teachers' perceptions of the nature of lessons they implement during classroom instruction. All teachers affirmed that classroom lessons are directly related to their pupils' real-life contexts. Therefore, we can deduce that all teachers believe that lessons are in pupils' interests and can trigger their engagement to carry out the tasks.

If yes, please provide an example

Later in this question, teachers were asked to justify and provide an example. One teacher reported that some tasks target the pupils', for instance, health, shopping, lifestyle (food, sports, clothes) the teacher claimed that she asked her pupils to listen to a dialogue between a doctor and a patient and try to repeat some words. A third teacher reported that he asked his pupils to listen to a song about family members and repeat after it. Therefore, we can conclude that the teachers' tasks are related to their pupils' various real-life situations.

3.1.3.3. Section Three: Pupils' Engagement

Question 01: **Do you believe that shadowing tasks you use in your classroom are challenging enough to motivate your pupils?**

Teachers responses	Numbers	Percentage
Yes	1	17%
No	5	83%
Total	6	100%

Table 3.13: Teachers' Perceptions of the Use of Challenging Shadowing Tasks

As far as this question is concerned, it intends to investigate whether or not teachers usually provide their pupils with challenging and motivating shadowing tasks. According to the rates illustrated in the table above, only one teacher (17%) assumed that his choices of classroom shadowing material raise the pupils' enthusiasm and stimulate their sense of competition. However, as previously stated, the five teachers (83%) do not use any recorded audio or ICTs in their teaching and instead use this technique in a traditional way, reading from textbook and asking students to repeat. According to the respondents, there

are no shadowing materials available to increase the students' involvement during shadowing task performance.

Question 02: your pupils are usually:

Option	Number	Percentage
Actively involved in the lesson	1	17%
Passive during the lesson	2	33%
It depends on the factors	3	50%
Total	6	100%

Table 3.14: Degree of Pupils' Involvement during Tasks

Considering this question, three options were suggested to elicit teachers' views about their pupils' degree of active involvement during task performance. As indicated in the table above, one out of six teachers (17%) believes that his pupils are actively involved when carrying out tasks. In contrast, two respondents (33%) stated that their students are passive and uninvolved. Finally, the high rate (i.e., 50%) asserts that their pupils' involvement and active participation depend largely on other factors.

(If it depends) please specify

Later in this question, teachers were asked to specify those factors affecting their pupils' active involvement during tasks. The majority of teachers revealed that this depends on such factors as time, the subject, availability of materials (pictures for instance), and the degree of complexity of the task.

Question 03: Do your pupils display willingness to imitate an audio visual recorded during the lesson?

This question was asked in order to determine whether or not teachers consider their pupils to be involved when imitating audiovisual material. Since in the proceeding question a total number of five teachers argued that they never use recorded materials in the classroom, reasonably, That is, they completely do not make use of this technique to foster their pupils' willingness to learn English. Nonetheless, teacher F as already noted

seems to do so. In this way, she was the only one to answer the question with Yes. F appears to be doing so.

Question 04: Do you believe that implementing shadowing in classroom gives pupils the opportunity to be active participants and autonomous?

Teachers responses	Numbers	Percentage
Yes	6	100%
No	0	00%
Total	6	100%

Table 3.15: Pupils' Active Participation and Autonomy during implementing shadowing

This question regards the teachers' opinions of the pupils' active participation and autonomous learning when integrating the shadowing technique into classes. As can be noticed from the table above, all teachers (i.e., 100%) assume that pupils will be active participants and display independence if they implement this technique.

Please, explain how

Interviewer	Explanation
A	I have not worked with shadowing through audiovisual materials, but it appears to be a good idea, and it is, of course, beneficial.
B	There is a time constraint, and there are no audiovisual materials. However, it will be beneficial in terms of motivation while also improving their skills.
C	It will help them improve their English.
D	Of course, it is more enjoyable and useful than using pictures, and it allows the student to use the language.

Interviewer	Explanation
E	They visualize, listen, and repeat, which causes them to focus and participate.
F	It both engages and motivates them in the lesson while also simplifying the subject matter.

The table above contains the explanation of each teacher as he said.

Question 05: Does the use of shadowing technique enhance pupils' engagement in learning? In what way?

Interviewer	Explanation
A	It depends on the subject and how it is used; for example, if it is used twice a month in which "I listen and repeat" lessons are taught, it will be ideal and will help them develop their listening, speaking, and reading skills. As well as, engage them to learn English.
B	Yes, in terms of getting the meaning of the lesson and using the language.
C	Yes, in terms of motivation, they are eager to participate in various class activities when they see, listen to, and imitate native speakers.
D	Yes, it improves their listening, speaking and reading skills.
E	Yes, it develops the four skills, but it is dependent on how quickly the teacher implements the technique and respects the class's time.
F	Yes, it motivates pupils, especially imitating songs.

Table 3.16: the way shadowing technique enhance pupils' engagement

This open-ended question was asked in order to unveil whether or not the implementation of shadowing technique in EFL classes enhances the pupils' engagement in learning English and in what way. Furthermore, all teachers like the technique and appear to be aware of its benefits, despite the fact that they did not use ICTs during their classes, with the exception of one teacher who did.

Question 06: How do you measure your pupils' engagement during the lesson?

Option	Numbers	Percentage
Through active participation	5	83%
Through assessment and grades	1	17%
Through the absence of disruptive behavior	0	0%
Through emotional and affective investment	0	0%
Total	6	100%

Table 3.17: Teachers' Measurement of Pupils' Engagement during Tasks

This question suggested four choices to capture the way teachers perceive and measure their pupils' engagement during tasks. Teachers were allowed to choose more than one option. The choices include behavioral, emotional and cognitive indicators of engaged pupils. As the table illustrates, 83% of the participants regarded pupils' engagement by observing their active participation and contribution to performing the task. On the other hand, one teacher of them considered their pupils to be engaged by assessing how much they scored in English task evaluation and assessment. Accordingly, we can notice that the majority of interviewers are focused on both behavioral and cognitive engagement. This is largely because they are easier to measure and observe. However, emotional engagement is hard to identify as it cannot be plainly observed.

Question 07: what kind of problems do you face during classroom?

This question is aimed at revealing the limitations which may affect the proper implementation of the shadowing technique in EFL classes. Most teachers agreed on the limitations of time and materials. In other words, they regard time constraints as causing a great challenge to undertaking some tasks; and the lack of learning materials urges them to innovate ordinary ways of introducing and presenting the shadowing task. Another problem is that, since second year pupils are still beginner EFL learners, some tasks can be complicated for those who suffer from vocabulary shortage and language deficiency. Therefore, choosing adequate lessons that fit their pupils' level and the learning objectives, and at the same time are engaging may require more effort and is time-consuming.

Question 08: Feel free to add any other comments or suggestions regarding the implementation of shadowing technique in your classroom.

The last question of the teachers' interview is designed to enable teachers to give any extra comments and suggestions concerning the integration of the shadowing technique into EFL beginner classes. Teachers assert that, despite the difficulties that English teachers may face in adapting to their students' levels and managing time and learning materials, learning English through shadowing is far more effective and engaging than learning it solely through grammar rules and activities. They stated that adopting the shadowing technique via audiovisual recording provides the opportunity for pupils to practice the language and improve their level of English and that it would be fruitful if teachers complied appropriately with this technique.

3.1.4. Discussion on the Findings of Teachers' Interview:

The analysis of the findings from the interviews with teachers has facilitated answering some of the essential research questions. To proceed, teachers consider the use of the shadowing technique to teach English in middle school to be challenging. Obviously, the majority of teachers encounter time and material constraints, which can create a challenging environment for effectively integrating audiovisual shadowing. Furthermore, they assume that some students, as beginner EFL learners, suffer from a lack of vocabulary, which may impede their acquisition of communicative competence. Despite the fact that these issues are common in all EFL classes, teachers should make every effort

to overcome them and deal with the teaching environment as well as the students' varying levels when undertaking the lesson.

In terms of the learning process which could be used to teach English in middle school. All of the interviewees agreed that using audiovisual materials to shadow students is critical in teaching "I listen and repeat" lessons. As a result, we can conclude that shadowing is incorporated into their teaching programs. However, the way shadowing is implemented depends largely on each teacher's materials to shadow. The results of the teachers' interview show that the majority of teachers believe that shadowing is crucial in optimizing the pupils' ability mainly to use the language in its authentic contexts, and to produce correct sentences. However, since five teachers (A, B, C, D, C, E) reported that they focus solely on repeating after the teacher, their application of this technique may be boring or incomplete and, eventually, may affect the pupils' engagement during classroom instruction.

The third section of the teachers' interview sought to ascertain the extent to which teachers believe their students are engaged during the shadowing lesson and their opinion on the use of shadowing techniques via audiovisual materials in order to help pupils to learn English. Notably, many teachers regarded the shadowing technique as effective method to use in classroom instruction as challenging to maintain pupils' motivation and active learning. And according to their detailed explanation, one of them stressed the flexibility and innovative designs of the tasks which, in turn, can meet various pupils' learning styles and trigger their ability to self-monitor their learning and be creative during the performance of the imitation in which the shadowed imitates the speaker's saying. Besides, teacher asserted that implementing shadowing technique could help in pupils' sense of responsibility and autonomy.

Unfortunately, the teachers believe that external factors such as time, subject, material availability, and shadowing task complexity influence their students' involvement. Too difficult tasks, for example, can cause students to give up and abandon the task, whereas too simple ones are boring and monotonous. Therefore, teachers must be able to choose adequate audiovisual shadowing tasks that require pupils to persist, but are not impossible to undertake. Moreover, the content of the task should resemble some daily themes and subjects so that they raise pupils' interest and grab their attention. Most

teachers agreed that these factors should be regarded when designing shadowing tasks in order to maintain pupils' involvement and engagement.

The interviewers give significant perspectives on the characteristics of engaged students. The majority of them believed that engaged students were more likely to actively participate, contribute to the development of the course, and perform better on assessments and test results. Thus, we can see that they primarily focus on students' behavioral and cognitive engagement, because these two types are generally observable and measurable.

3.2. Pupils' Questionnaire
3.2.1. Description of Pupils' Questionnaire

The present questionnaire is a data collection tool for Aissa Hassnaoui middle school pupils in their second year. This survey asks students about their attitude to using the shadowing technique to learn English. It also aims to disclose how students increase their levels of participation through implementing shadowing techniques. It is written and delivered in both English and Arabic to eliminate any misunderstandings that may arise as a result of a probable vocabulary deficit among middle school students. This data collection tool contains 18 questions divided into three sections: general information, pupil attitudes toward the use of shadowing techniques, and pupil engagement during the lesson. Furthermore, the questionnaire is administered to 20 second-year middle school pupils. The questionnaire contains closed-ended questions requiring pupils either to provide "YES" or "NO" responses, to choose the appropriate answer from among a list of distinct options, or to indicate the frequency of occurrence of some classroom behaviors and emotions during implementation of shadowing. The questionnaire also includes open-ended sub-questions like "please, explain," which are meant to elicit more information about the students' responses and choices.

3.2.1.1. Section One: General Information

This section focuses on the students' gender, age, English proficiency level, and attitudes about English as a subject in middle school classes.

3.2.1.2. Section Two: Pupils' Attitudes towards the Use of Shadowing Technique

This section was designed to capture the procedures undertaken by pupils to conduct the shadowing lesson, and determine their perceptions and positions of the use of this technique through imitating audiovisual materials to learn English as a foreign language. Additionally, it sheds light on the various attitudes that second year middle school pupils possess towards the integrating of shadowing techniques.

3.2.1.3. Section Three: Pupils' Engagement during shadowing lesson

The last section of the pupils' questionnaire is devoted to capturing the degree to which second year pupils at Aissa Hassnaoui Middle School are engaged and involved when implementing shadowing technique to learn English. Moreover, it attempts to reveal the pupils' conception of the notion of "engagement" and whether or not they regard themselves as engaged pupils.

3.2.2. Administration of Pupils' Questionnaire

This questionnaire was administered to second year pupils at Aissa Hassnaoui Middle School, Alghrous, Biskra. More specifically, it was administered and explained to group consist of (20) selected from four groups, pupils representing our sample from a population of about (90) pupils of second year middle school classes. The selection of the population is based on the fact that second year middle school pupils were not engaged and envolved enough to study English language..

3.2.3. Analysis of pupils' Questionnaire
3.2.3.1. Section One: General Information
Question 01: Please, specify your gender:

Gender	Numbers	Percentage
Male	9	45%
Female	11	55%
Total	20	100%

Table 3.18: Pupils' Gender Distinction
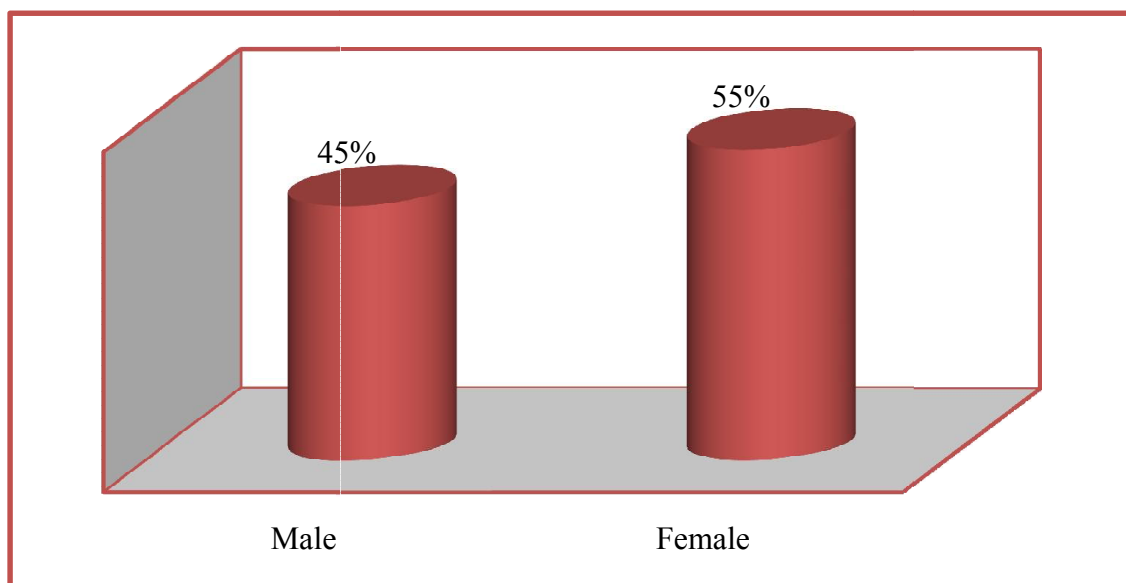
Graph 3.1: Pupils' Gender Distinction

  This inquiry is intended to determine the dominant gender of the participants during the English class. As shown in the table, the questioned participants represent more females (55%) than males (45%). This indicates that in Aissa Hassnaoui Middle School, female pupils usually attend classes regularly and with larger number, while male pupils attend classes with less frequency and less number. This may attract our attention to a crucial point. Girls are, in fact, more dominating in education than boys.

Question 02: How old are you?

Pupils' responses	Number	Percentage
13	11	55%
14	6	30%
15	2	10%
17	1	5%
Total	20	100%

Table 3.19: Pupils' Age
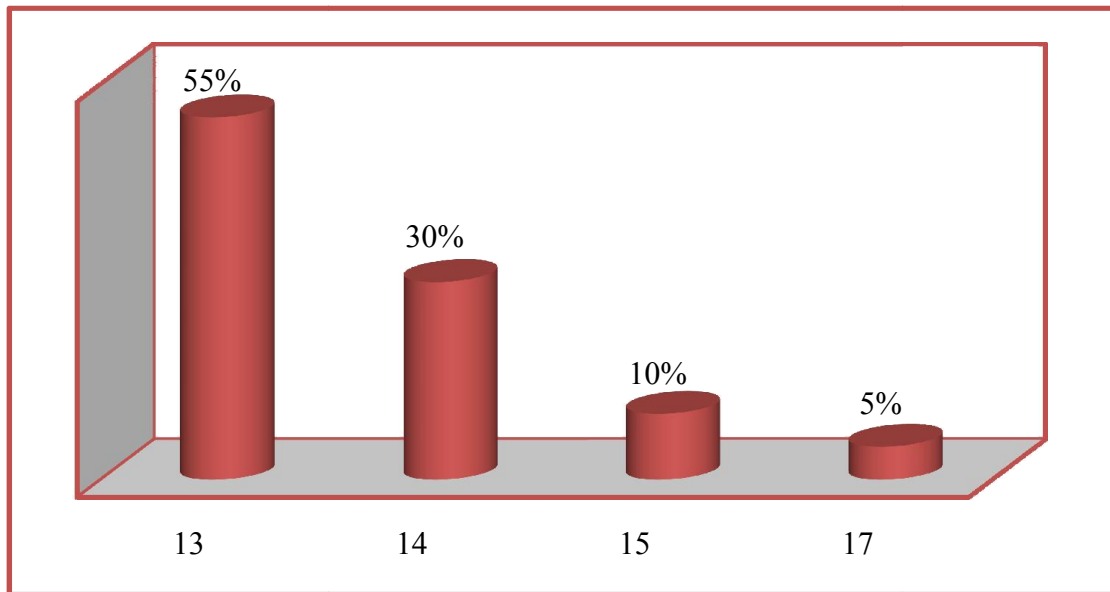
Graph 3.2: Pupils' Age

Based on the data obtained from the pupils' responses, the graph above shows that the great majority of pupils (55%) are 13 years old, which is the normal age of second year middle school pupils. Moreover, the graph shows that 30% of the respondents are 14 years old, 10% are 15 years old, while only 5% are 17 years old. These percentages show that the majority of the participants are the same age or close to it, i.e., between the ages of 13 and 14, which is important in maintaining a cohesive and seamless classroom environment.

Question 03: Do you like studying English?

Pupils' responses	Number	Percentage
Yes	17	85%
No	3	15%
Total	20	100%

Table 3.20: pupils' attitudes towards the study of English

58
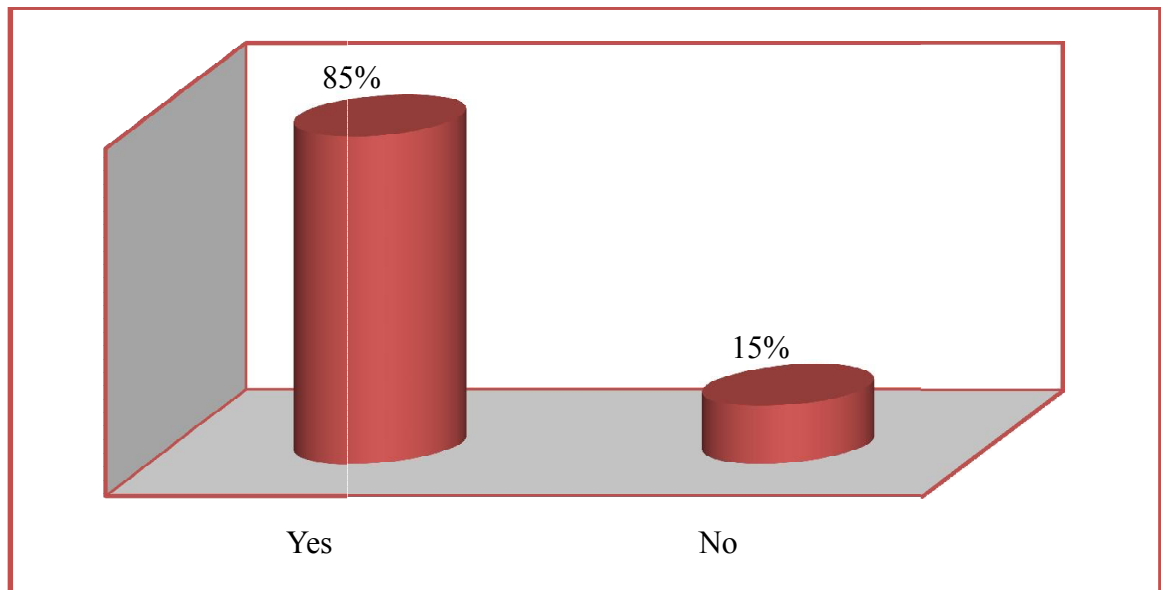
Graph 3.3: Pupils' Attitudes towards the Study of English

The purpose of this questionnaire was to look at how countryside middle school students felt about studying English. As shown in the graph above 3.3, the majority of respondents (83%) claim they like studying English as part of their academic studies. Only a minority of respondents (15%) dislike learning English.

Please, explain why?

The participants were again asked to justify their responses. Some students say they enjoy studying English because it is a global language that helps them travel. It is important for one's advancement since it is amusing and delightful, and it promotes open-mindedness and enthusiasm. Others claim they enjoy it because it allows them to speak the language and use it in their daily lives; still others claim their teachers encourage them to like English. They say they love their teacher. On the other hand, pupils who dislike learning English argue that this is mainly because they do not understand it at all.

Question 04: How do you consider your level in English?

Option	Number	Percentage
Very good	0	0%
Good	5	25%
Average	9	45%
Weak	3	15%
Very weak	3	15%

Table 3.21: Pupils' Level in the English Language
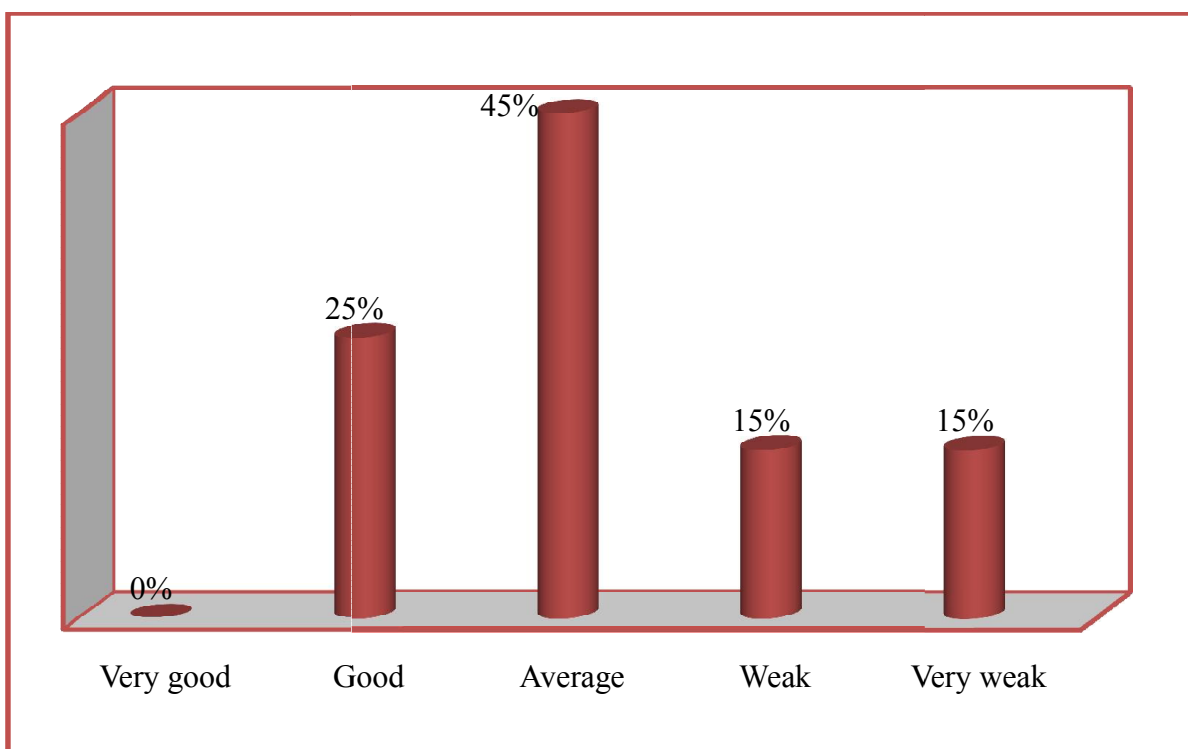
Graph 3.4: Pupils' Level in the English Language

The primary goal of this inquiry is to determine the respondents' English proficiency. The participants were given a five-level scale ranging from "very weak" to "very good." As the percentages show, the majority of respondents rated their English ability as "average" or "good," with 45% and 25%, respectively. Additionally, no one of them believed that their level of English was "very good". However, some pupils (15%) claimed that their English is "weak". Finally, three of them (15%) considered their potential to be "very weak". This graph illustrates that a vast proportion of people in a given group have a range of abilities ranging from medium to good.

3.2.3.2. Section Two: Pupils' Attitudes towards the Use of Shadowing Technique:

Question 01: shadowing can be used in the classroom, to develop speaking, listening, reading, and writing skill.

Agreement and disagreement	Number	Percentage
Strongly agree	11	55%
Agree	7	35%
Neutral	2	10%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

Table3.22: Agreement /disagreement with the adoption of shadowing in EFL classrooms.
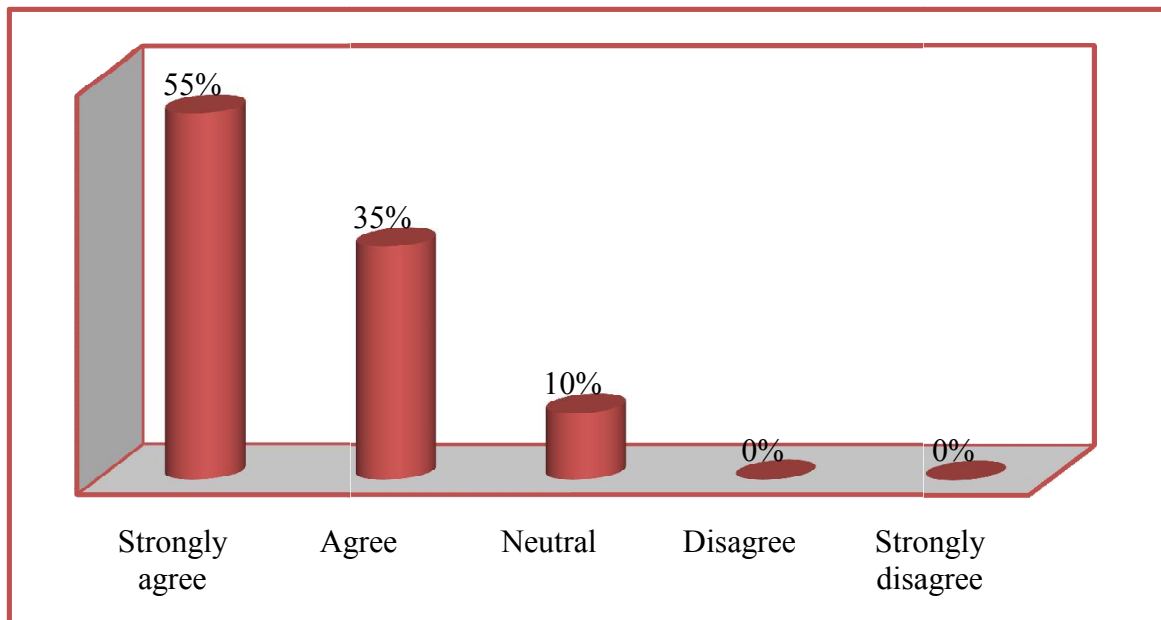
Graph 3.5: Agreement /disagreement with the Adoption of Shadowing in EFL Classrooms.

This question probes the pupils' disagreement and/or agreement with the adoption of shadowing in classrooms. The choices provided are stated from strongly agree to strongly disagree. More than half of the pupils do strongly agree that shadowing via audiovisual should be used in classrooms, which represents 55% of the students. Similarly, another 35% of the learners agreed with the adoption of shadowing as a classroom method. Nonetheless, only two of them claimed to be neutral on the subject (10%).In addition, no strong disagreement or disagreement had been expressed (0%).This confirms that second year middle school pupils regard shadowing as an effective classroom method. As a result, this supports what has been presumed in hypothesis 2, which means that using shadowing as a strategy may enhance pupils' learning of English as a foreign language.

Question 02: Do you find shadowing technique:

Option	Number	Percentage
Interesting and important	19	95%
Useless	1	5%
Total	20	100%

Table 3.23 Pupils' Perceptions of the Usefulness of Shadowing Technique
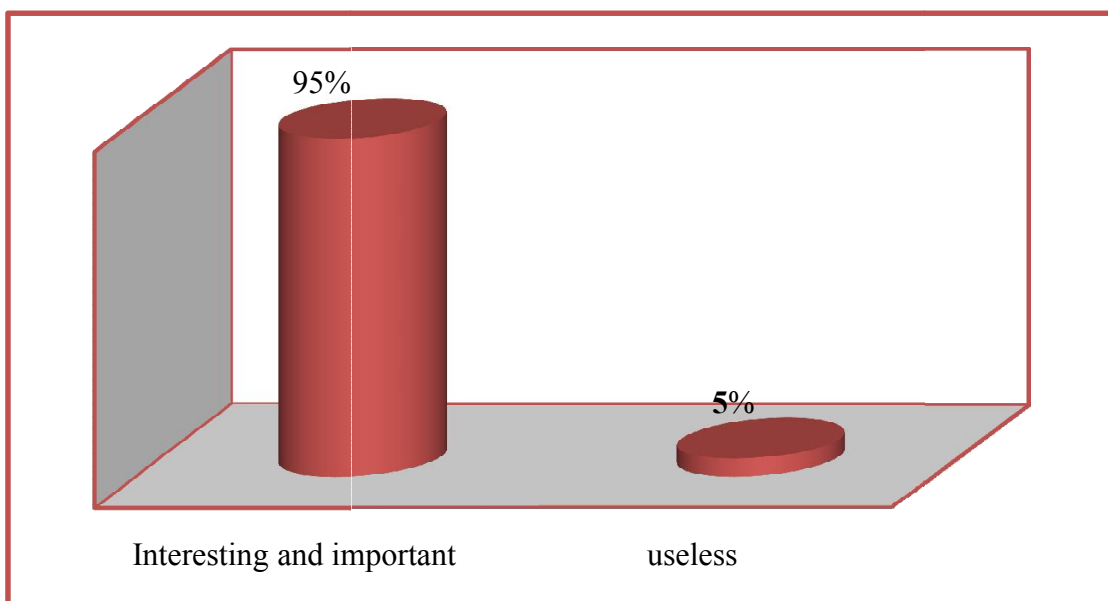
Graph 3.6: Pupils' Perceptions of the Usefulness of Shadowing Technique

This question inquired about the pupils' attitude to the utility of the audiovisual shadowing technique to be used by middle school pupils in academic contexts. This question provides two choices that are regarded as opposing adjectives. According to 95% of respondents, Shadowing is interesting and useful. On the other hand, only 5% of respondents believe that learning English through the use of the shadowing technique is ineffective. As a result, the majority of our sample (95%) recognizes the significance of using the shadowing technique. This percentage represents the importance and worth of audiovisual shadowing.

Please, explain why?

Later in this question, pupils were asked to explain why they liked audiovisual shadowing during English classes. Some believe that it enables them to maintain conversations in English and, thus, can effectively operate in English-speaking countries. Others reported that audiovisual shadowing is effective because they enjoy watching videos. In addition, some respondents stated that imitating audiovisual materials improves their listening, reading, speaking, and writing skills, as well as their motivation to challenge themselves and complete the imitation successfully, regardless of their difficulty level. However, one respondent argued that classroom shadowing is monotonous and does not serve his/her needs and interests (5%). The rates show that shadowing was neither

boring nor difficult for most of the pupils. That is, 95% of the participants enjoyed shadowing audiovisual materials and found it useful for use in the classroom. Thus, shadowing is an efficient paradigm in the language learning process. The latter confirms what has been presumed in the research hypotheses 02.

Question 03: shadowing would be useful, if you shadow:

Option	Number	Percentage
Loudly	17	85%
Silently	3	15%
Total	20	100%

Table 3.24: The Application of Shadowing.
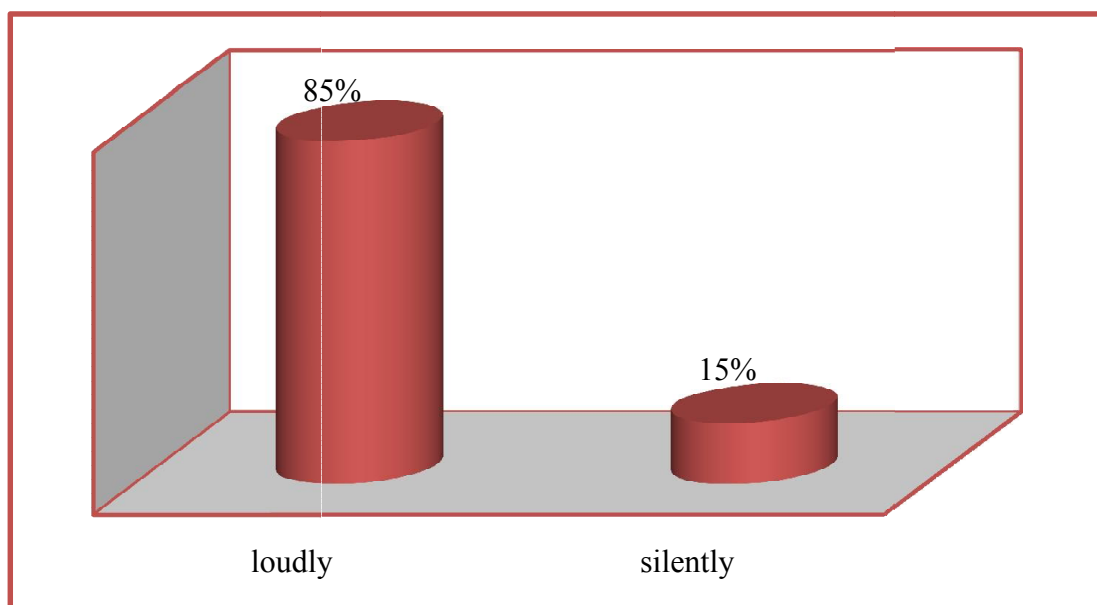
Graph 3.7: The Application of Shadowing.

The current question sought to determine whether pupils thought shadowing was a good method/technique when used loudly or silently. Rates show that 85% of the students regard shadowing as a useful method/technique if it is done loudly. This means that most of the pupils agreed that shadowing would be beneficial for them if they imitated recorded materials loudly. In contrast, there are some pupils who feel shy and prefer shadowing

silently. That is to say, silent shadowing may not have advantageous results, since only (15%) claim that mute or silent shadowing can be useful. This is consistent with what has been assumed about the use of shadowing in classrooms.

Question 04: which of the following task types do you prefer? (you can tick more than one option)

Option	Number	Percentage
Repeating after recorded audio	4	19%
Repeating after audiovisual recorded input	15	71%
Repeating after your teacher	2	10%
Total	21	100%

Table 3.25: Pupils' Favorite Shadowing Task Type.
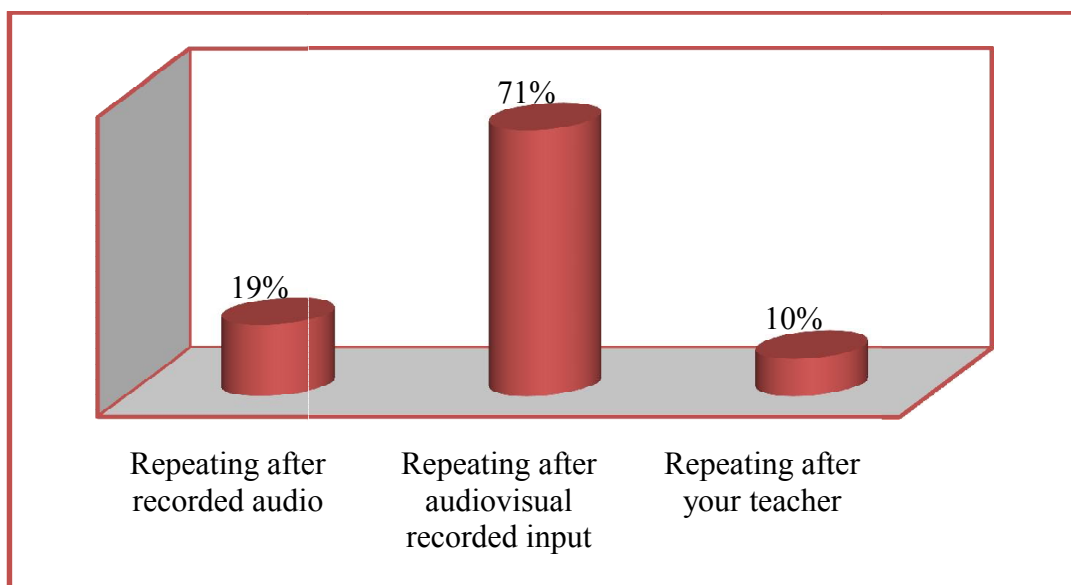
Graph 3.8: Pupils' Favorite Shadowing Task Type.

This question intends to reveal the shadowing task types in which pupils prefer to engage. As the table statistics display, the majority of respondents (71%) were fond of audiovisual materials wherein they are required to hear, see, read and then imitate. The second task type pupils (19%) prefer is repeating after a recorded audio, for instance, listening to a song related to their lessons, or transcript to get new words with native speaker pronunciation. finally, 10% of respondents opted for repeating after teacher.

Question 05: do you think that you can shadow better?

Option	Number	Percentage
Without pausing	4	20%
Indicating some pauses	16	80%
Total	20	100%

Table3.26: The Inclusion of Pauses in the Shadowing Process.
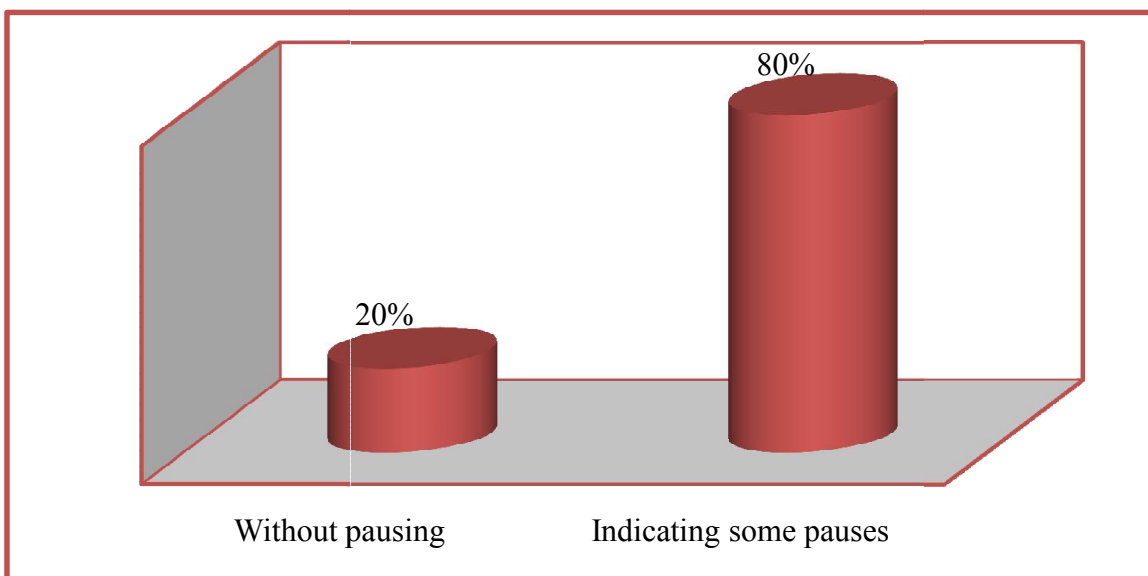
Graph 3.9: The Inclusion of Pauses in the Shadowing Process.

This inquiry investigates the role of pauses. When shadowing a specific input, you have two options: you shadow with pauses or without it. The biggest percentage of pupils, 80 percent, said they could shadow better if they take occasional breaks. Only 20% of the students, on the other hand, claimed that they could thoroughly shadow a particular content without pauses. Thus, what has been estimated about the application of shadowing was clarified through the rates presented in graph above.

Question 06: What is/are the most difficult aspect to be shadowed? (you may or can tick more than one box)

Option	Number	Percentage
Speed of the speaker	9	43%
Some vocabulaires	5	24%
Intonation and tone of voice	1	5%
Some grammatical structures	6	28%
Total	21	100%

Table3.27: The Difficult Aspects to Be Shadowed.

This question identifies the several components that pupils find tough, and it is possible that they cannot be shadowed due to their difficulties. It is a multiple-choice question that takes into account some aspects that the shadowed encounters during the shadowing process.
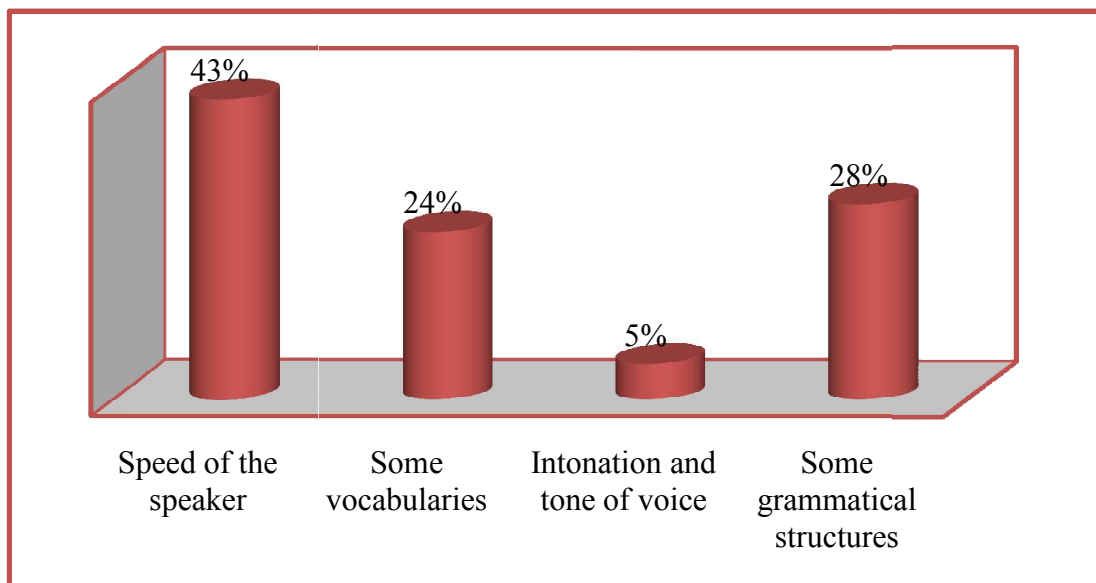
Graph 3.10: The Difficult Aspects to Be Shadowed.

43% of pupils stated that the most difficult aspect of shadowing is imitating the speed of the speaker in the shadowed material. Moreover, 24% of them indicated that

mimicking some vocabulary is the most difficult task to do throughout the shadowing process, while 5% noted that mimicking intonation and tone makes shadowing difficult. Furthermore, according to 28% of participants, some grammatical structures can be difficult to shadow.

Question 07: shadowing has enabled you to listen effectively. To what extent do you agree or disagree with this?

Agreement / Disagreement	Number	Percentage
Strongly agree	8	40%
Agree	9	45%
Neutral	1	5%
Disagree	1	5%
Strongly disagree	1	5%
Total	20	100%

Table3.28: Shadowing and Effective Listening.
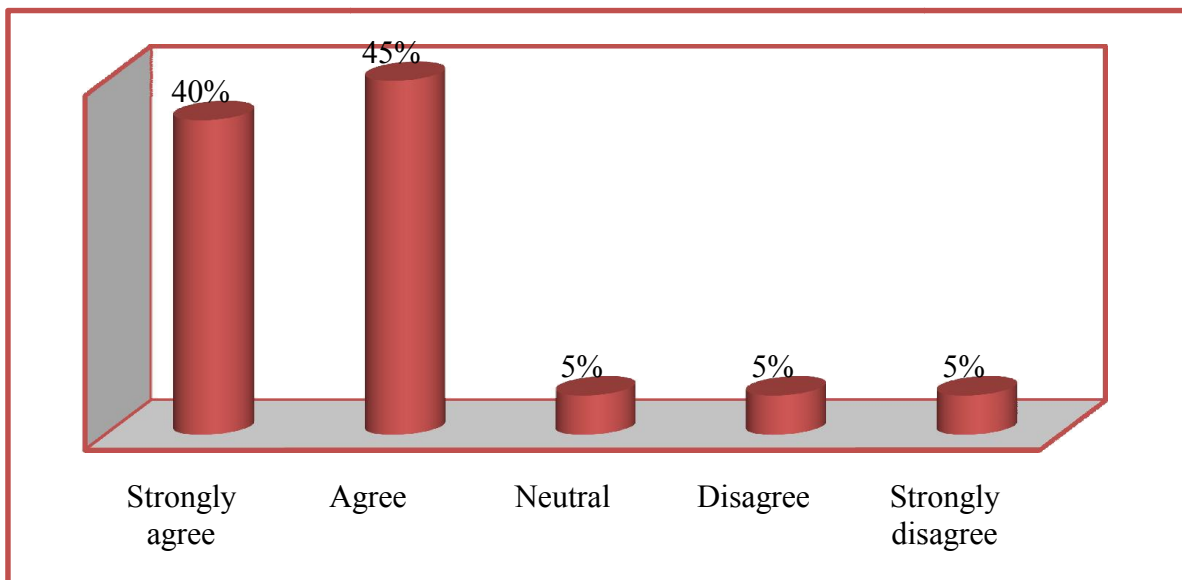
Graph 3.11: Shadowing and Effective Listening

Most of pupils (45%) agreed that shadowing enabled them to listen effectively. In addition, 40% of the pupils said that they strongly agree with that statement. However, 5%

claimed to be naturals, and 5% disagreed that shadowing was useful for effective listening. This is the same as strongly disagreeing with this viewpoint.

Question 08: shadowing can be helpful in terms of understanding the content of recorded material. According to you, it is:

Option	Numbers	Percentage
Very helpful	17	85%
Fairly helpful	2	10%
Slightly helpful	0	0%
Not helpful at all	1	5%
Total	20	100%

Table3.29: The Helpfulness of Shadowing in terms of Understanding the Content of Recorded Material.
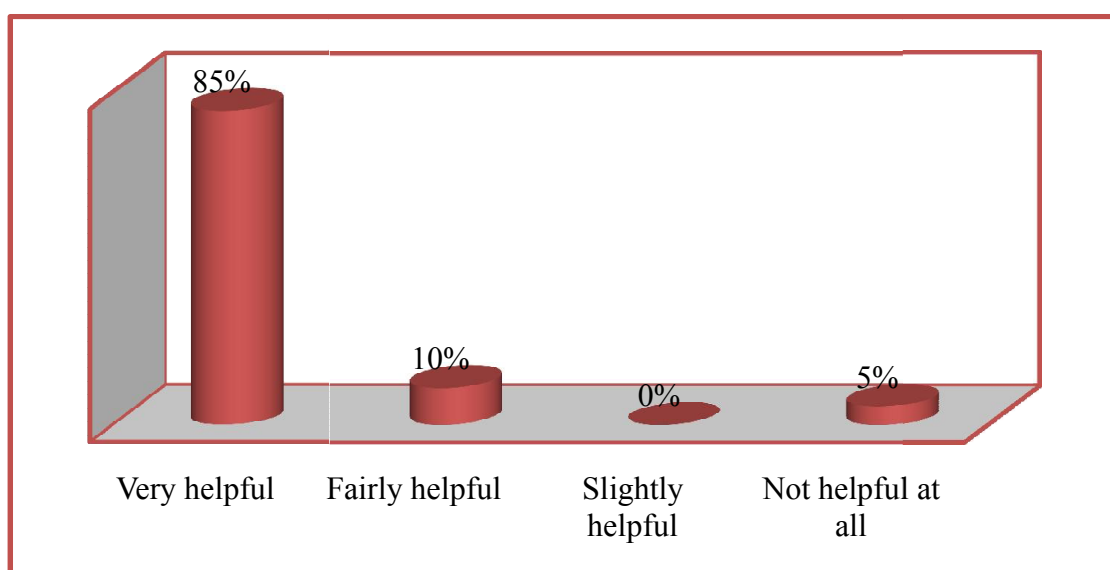
Graph 3.12: the Helpfulness of Shadowing in terms of Understanding the Content of Recorded Material.

According to the results, 85% of pupils agreed that shadowing was very useful in understanding the content of recorded materials. Shadowing, on the other hand, was deemed to be fairly helpful in grasping the content of the shadowed material by 10% of those polled. In contrast, the degrees of helpfulness 'slightly helpful' and 'not helpful at all'

equal 0% and 5%, respectively, implying that only one person claimed that shadowing does not aid comprehension of recorded information.

Question 09: Do you think that shadowing can train your mouth to produce sounds clearly?

Option	Number	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

Table3.30: The Production of Sounds and Shadowing.
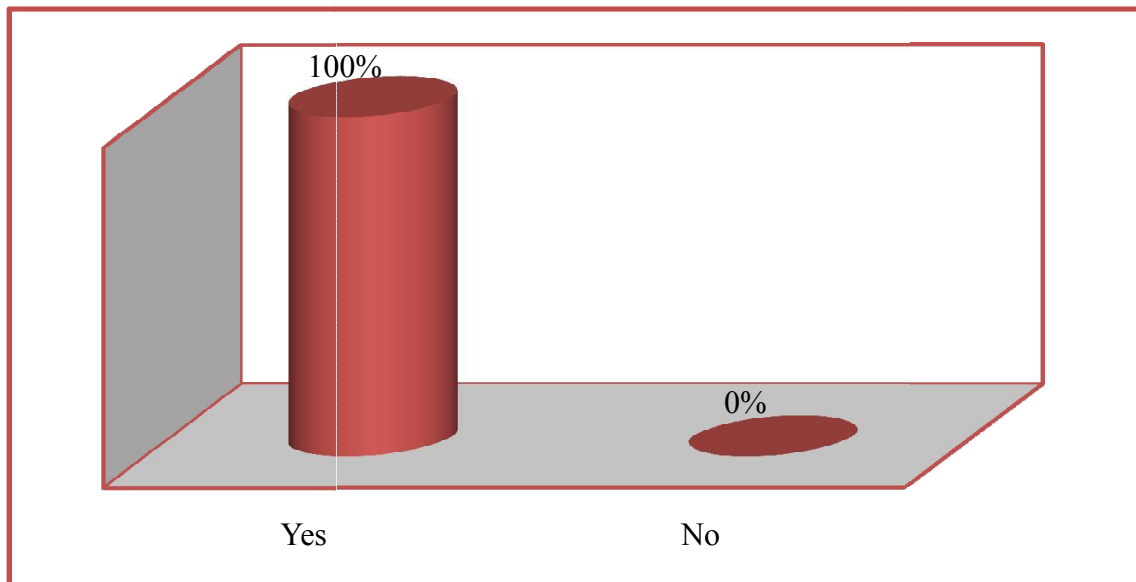
Graph 3.13: the Production of Sounds and Shadowing.

In this regard, all of the students 100% agreed that shadowing can help to train one's mouth to make clear language sounds. There was no negative response, implying that no one 0% claimed that shadowing does not contribute to clear pronunciation of English sounds.

Question 10: Through shadowing, have you learnt any new vocabulary (ies)?

This question inquires whether the students have picked up any vocabulary while applying for shadowing. This question aims to demonstrate that shadowing has helped learners retain some vocabulary in their minds, resulting in vocabulary expansion.

Option	Number	Percentage
Yes, I have	19	95%
No, I have not	1	5%
Total	20	100%

Table3.31: Vocabulary Expansion through Shadowing.
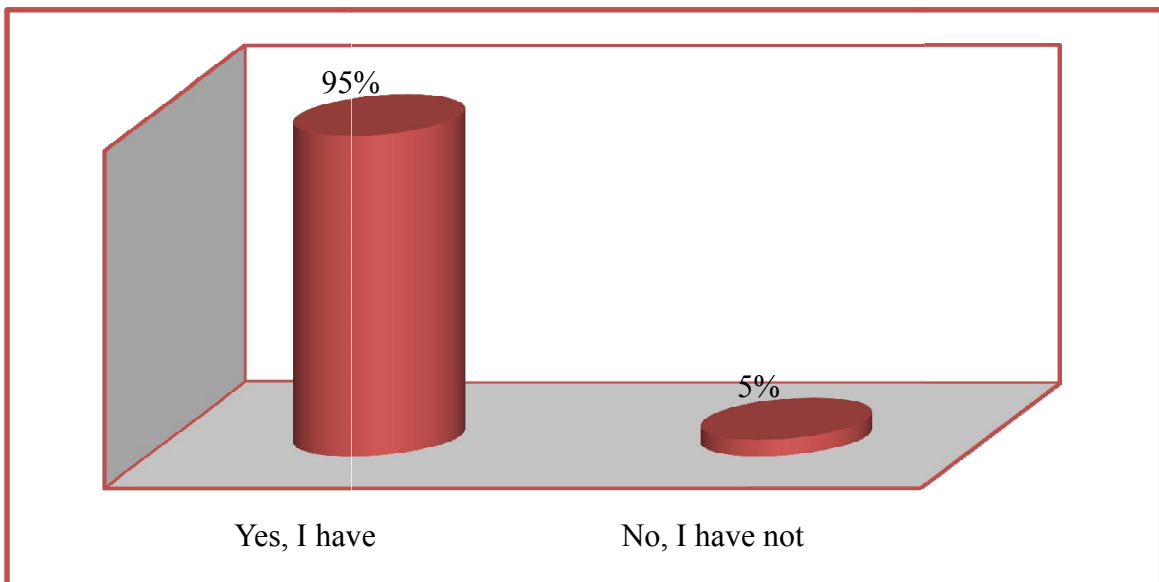
Graph 3.14: Vocabulary Expansion through Shadowing.

According to 95% of the pupils, shadowing has helped them memorize some vocabulary. However, only one (5%) claimed that he/she did not memorize words.

If, yes. Please, state it/them.

This sub-question, which is related to the previous question, asks students to mention the vocabularies they have learned as a result of shadowing.

Participant	Vocabulary
1	Apple, onion, banana, stop
2	Stop, water, apple
3	Make, change, pain
4	Stop, doing, make, apple
5	You, cannot, drink
6	Enough, good,
7	Children, stop, water, drink
8	Eat slowly, drink water
9	Cauliflower
10	Apple, boy, feel
11	Stop doing what you are doing
12	hurts, apple, feel
12	Stomach, hurts, pain, water
14	Symptoms, open, stomach, stop
15	Excuses, meal, feel, stop
16	Take, make, add
17	What's the problem
18	Dinner, lunch, sometimes
19	Boy, daughter

The table above contains the words that learned by each learner.

Question 11: Does shadowing motivate you to learn English language?

Option	Number	Percentage
Yes, it does	19	95%
No, it does not	1	5%
Total	20	100%

Table 3.32: Pupils' Motivation through Shadowing

This question examines whether shadowing motivates our participants to learn English as foreign language
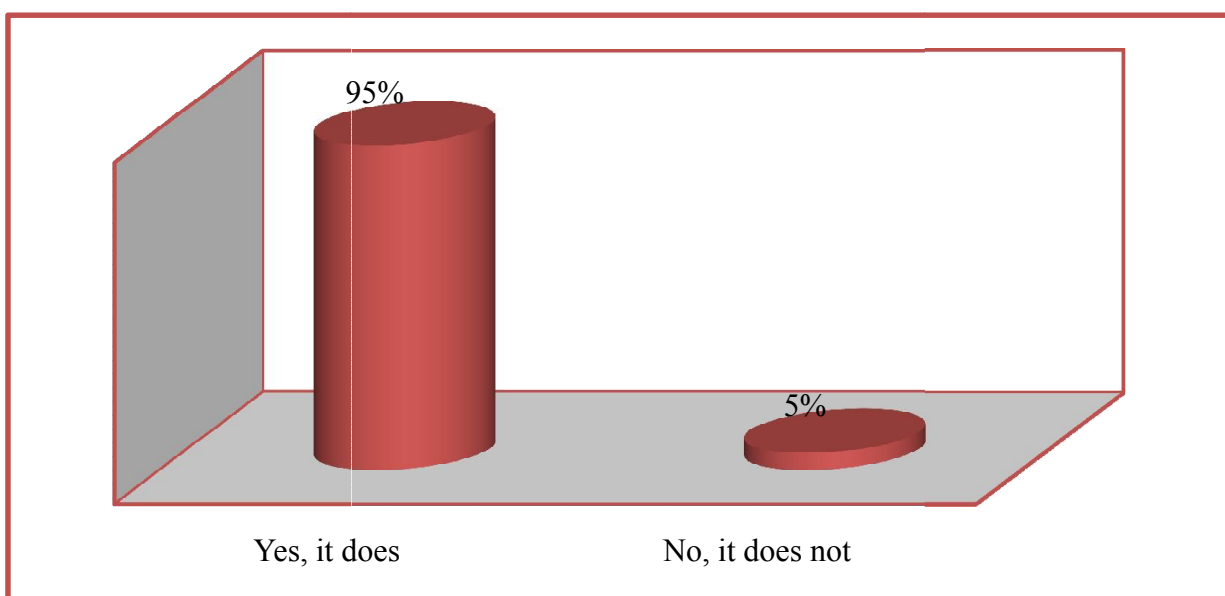
Graph 3.15: Pupils' Motivation through Shadowing

In particular, 95% of the participants claimed that shadowing motivates them to learn English, implying that they enjoy implementing this technique in classroom performance, whereas only 5%, i.e., one of them believed that this method/technique is not motivating to implement. As a result, what had been presumed in hypothesis 2 that using shadowing as a strategy may enhance pupils' learning of English, was confirmed due to the rates presented in graph (3.15).

3.2.3.3. Section Three: Pupils' Engagement during shadowing Tasks:

Question 01: Please tick the appropriate box:

Participants were asked to mark how much each statement on the table reflected their engagement in this question. It is divided into three sections and contains eleven statements. The three aspects are divided into three categories: behavioral, cognitive, and emotional engagement. Each one is accompanied by a detailed explanation.

Part One: Behavioural Engagement

Statement 1: I Participate during Shadowing Lessons:

Options	Number	Percentage
Always	7	35%
Sometimes	13	65%
Never	0	0%
Total	20	100%

Table 3.33: Pupils' Participation during Classroom Shadowing Lesson.
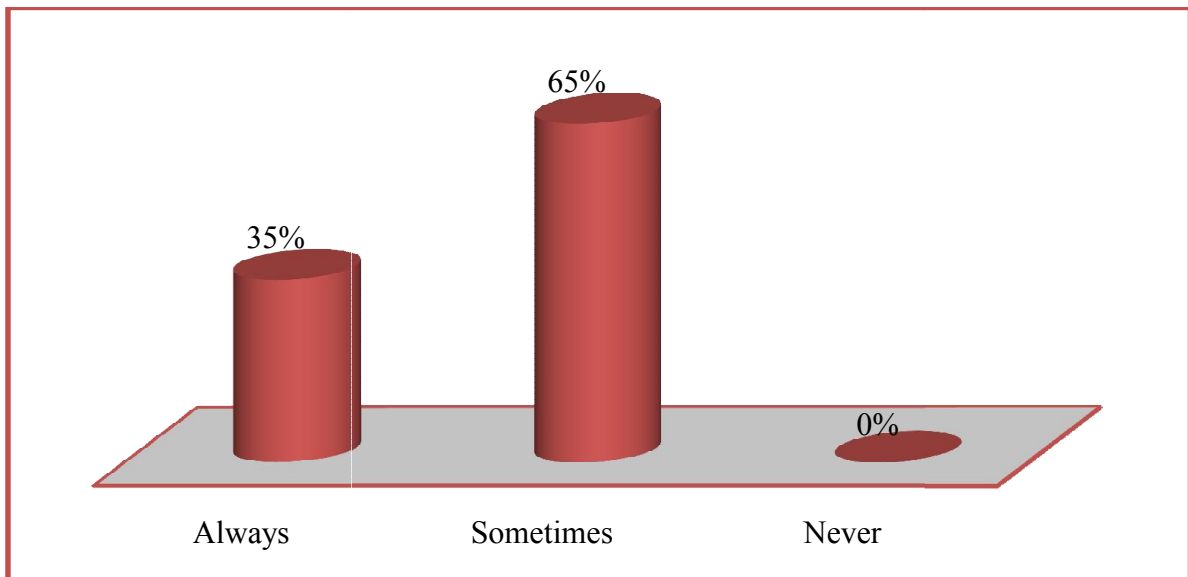
Graph 3.16: Pupils' Participation during Classroom Shadowing Lesson.

This question invites participants to self-report their attitudes and perceptions about their participation in instructional shadowing tasks. According to the table above, 7 out of 20, (i.e., 35) participants said they always actively participated during shadowing tasks. Likewise, 65% of participants reported they participated in educational work on occasion. On the other hand, no one of pupils claimed that he or she never participates. These findings imply that classroom audiovisual shadowing activities help second-year students overcome shyness that prevents them from participating.

Statement 2: I ask clarification Questions when Something is Ambiguous.

This question was designed to find out how often second-year students ask for clarification when something is unclear.

Options	Number	Percentage
Always	12	60%
Sometimes	6	30%
Never	2	10%
Total	20	100%

Table 3.34: Frequency of Asking Clarification Questions
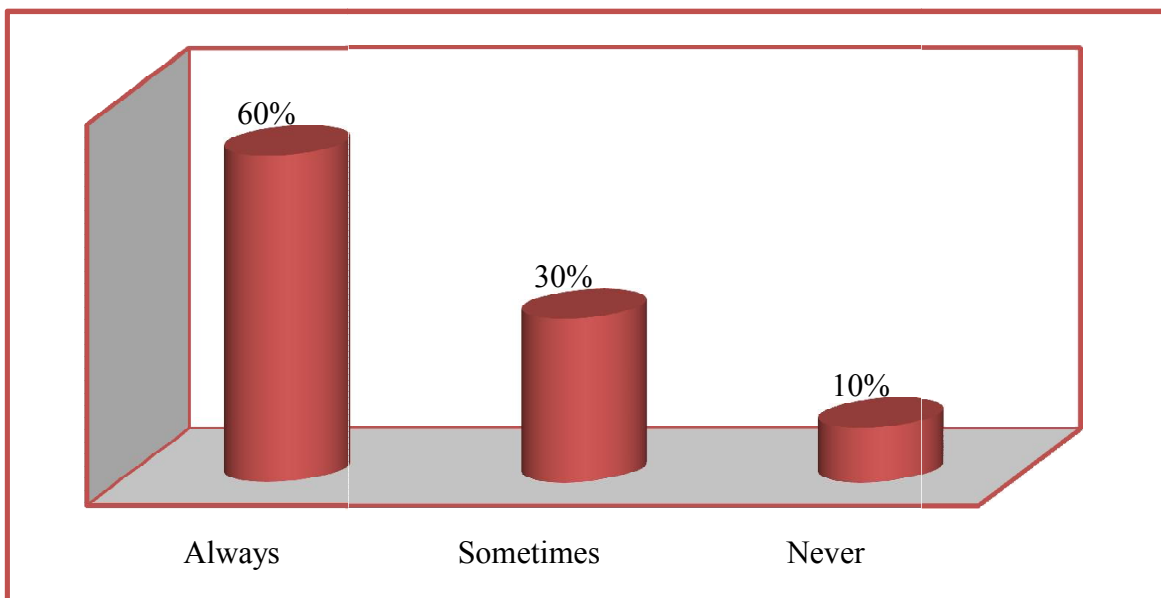
Graph 3.17: Frequency of Asking Clarification Questions

According to the graph above, the majority of pupils (60%) always ask clarification questions. In addition, 30% of pupils stated that they occasionally ask questions to clarify specific aspects while imitating recorded materials. Finally, at a rate of 10%, i.e., two individuals stated that they never seek for explanation. This data suggests that the majority of second-year students are motivated to complete the shadowing work successfully, which encourages them to recognize learning obstacles and seek answers to the questions posed.

Statement 3: I do my Homework:

This statement was produced to capture whether or not participants remain engaged in learning English outside of the classroom.

Options	Number	Percentage
Always	12	60%
Sometimes	6	30%
Never	2	10%
Total	20	100%

Table 3.35: Frequency of Doing Homework
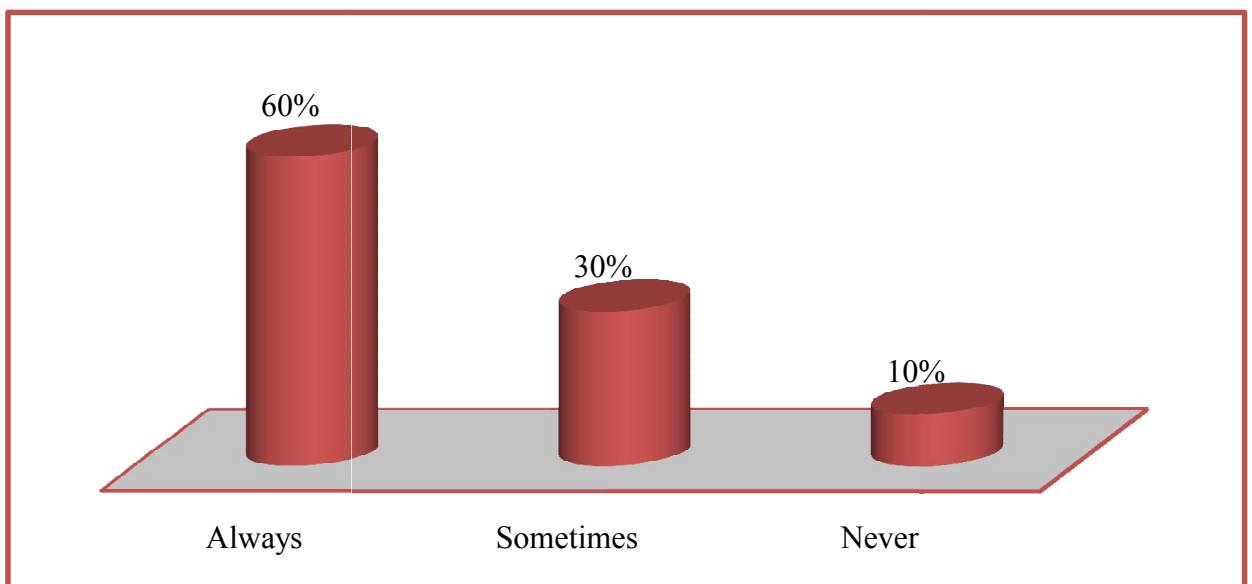
Graph 3.18: Frequency of Doing Homework.

Second year pupils were asked to reveal how often they did their homework. As is illustrated in the graph above, the majority of respondents (60%) always do their homework. This was followed by a rate of 30% of respondents who argued that they sometimes do so. Only two students (i.e., 10%) claimed that homework was not in their best interests. The conclusion that can be drawn here is that the majority of students indicate that they continue to be motivated even when they are at home. In other words, audiovisual shadowing could attract their attention and stimulate them to do their homework, i.e., be engaged in learning English.

Statement 4: I pay attention to my teacher's explanation and instructions of the lesson:

Options	Number	Percentage
Always	14	70%
Sometimes	6	30%
Never	0	0%
Total	20	100%

Table 3.36: Pupils' Degree of Attention
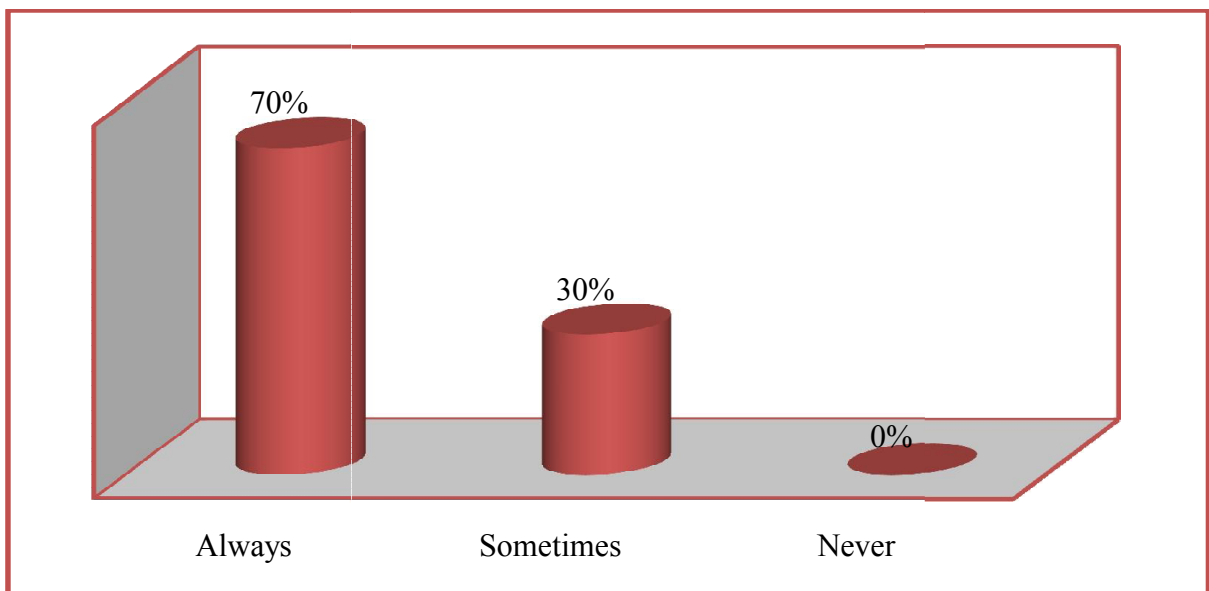
Graph 3.19: Pupils' Degree of Attention

Pupils' levels of attention indicate how eager they are to begin and complete the lesson by attempting to understand what is expected of them. According to the graph above, the majority of respondents (70%) stated that they always pay attention to their teachers' instructions during class. Furthermore, 30% of respondents stated that they occasionally pay attention, while none of them ever do so, owing to shifts in attention during the shadowing tasks. Nonetheless, the rates shown above show that a large number of second-year students are engaged and attentive.

Part Two: Cognitive Engagement

This type of question seeks to elicit the average number of participants who are intrinsically motivated during shadowing tasks, i.e., without the need for environmental rewards and praise.

Statement 5: I am intrinsically motivated to carry out and complete shadowing lesson successfully:

Options	Number	Percentage
Always	14	70%
Sometimes	6	30%
Never	0	0%
Total	20	100%

Table 3.37: Pupils' Degree of Intrinsic Motivation
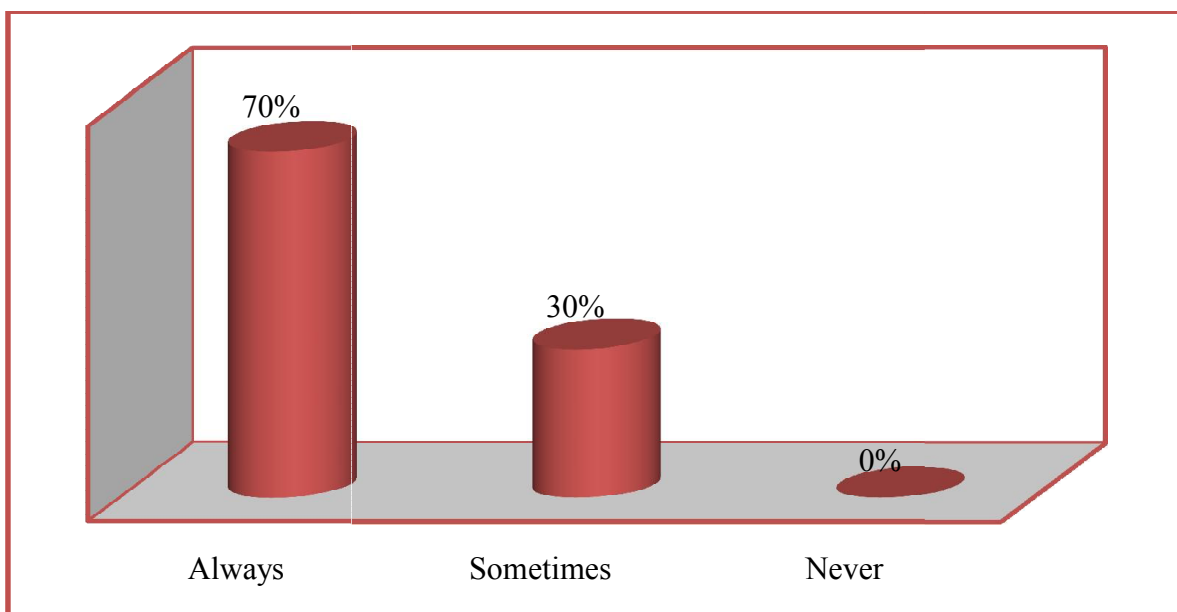
Graph 3.20: Pupils' Degree of Intrinsic Motivation

Clearly, a large number of pupils are self-motivated to complete the shadowing lesson. According to the rates shown in the graph above, (70%) of respondents stated that they are always intrinsically motivated. Furthermore, 30% stated that audiovisual shadowing lessons occasionally motivated them to participate, whereas no student considered himself/herself to be unmotivated. Motivation is essential for establishing engagement. As a result, we may conclude that all second-year pupils possess at least one of the required engagement components.

Statement 6: When I run into a problem, I keep trying until I find a solution:

The purpose of the following inquiry was to see how far students would go to fix an issue.

Options	Number	Percentage
Always	10	50%
Sometimes	8	40%
Never	2	10%
Total	20	100%

Table 3.38: Pupils' Persistence to Solve Problems.
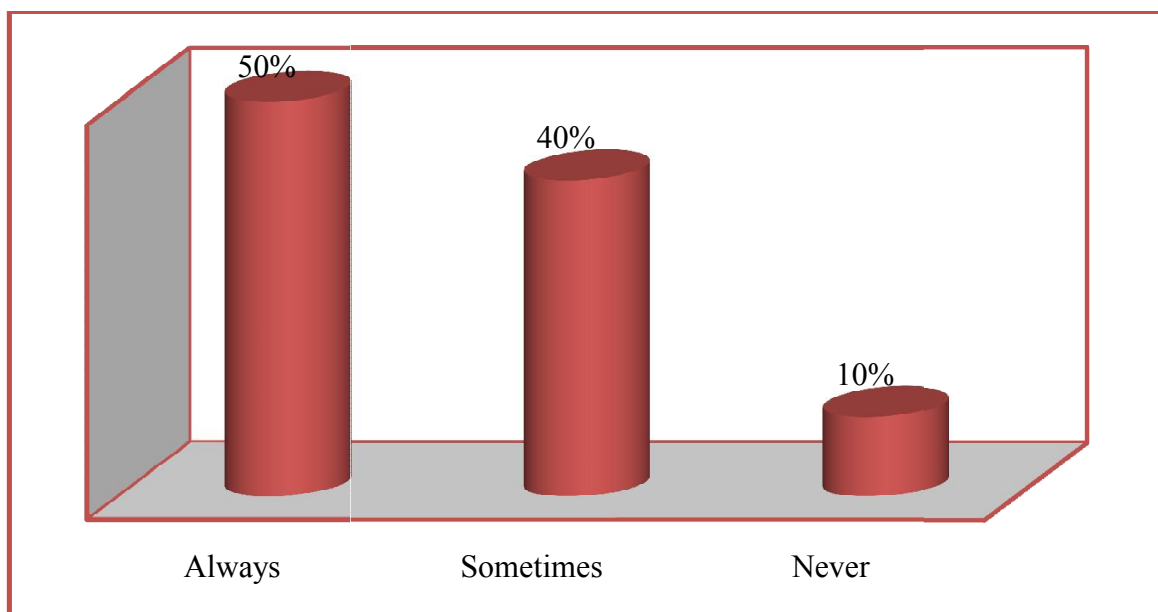
Graph 3.21: Pupils' Persistence to Solve Problems.

According to the results, 50% of pupils stated that they always persevere in order to overcome obstacles faced during shadowing tasks. In addition, 40% claimed that they made an effort to solve the problem on occasion. On the other hand, only 10% of respondents said they quickly abandon and stop when confronted with an issue.

Statement 7: I try to better understand the shadowing lesson topic by making connections between the task content, the real-world, and my previous experience(s):

The current statement aims to elicit the degree to which second-year students believe classroom shadowing tasks to be authentic in order to ensure cognitive engagement.

Options	Number	Percentage
Always	7	35%
Sometimes	12	60%
Never	1	5%
Total	20	100%

Table 3.39: Classroom Shadowing Task and Real-World Relatedness
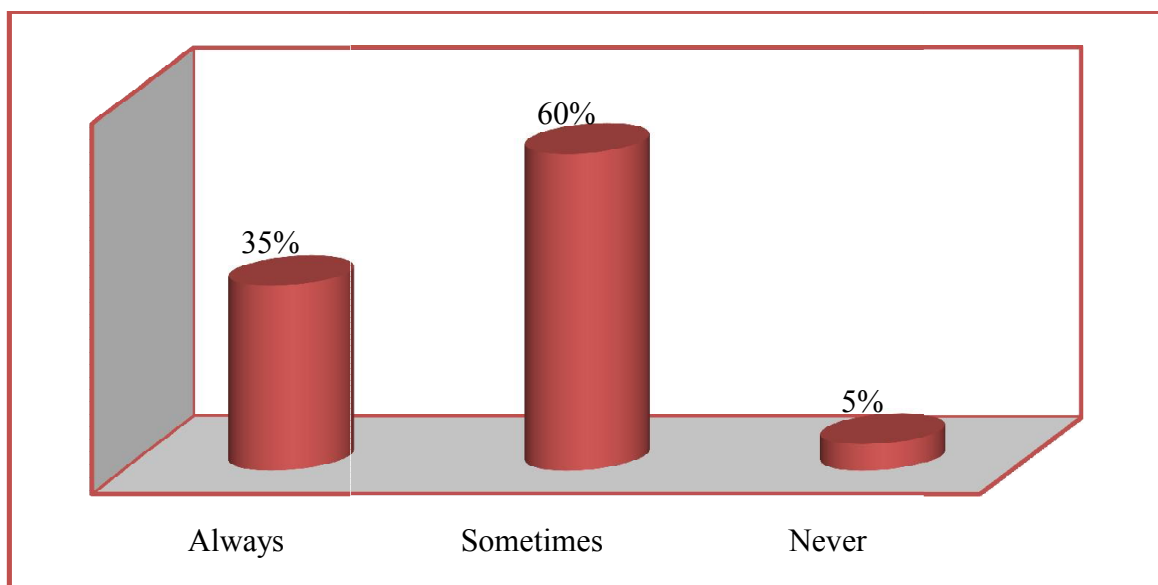
Graph 3.22: Classroom Shadowing task and Real-World Relatedness

According to the percentages, 7 out of 20 pupils (i.e., 35%) believe tasks are directly related to their real-life experiences and prior knowledge, and that they always exploit this connection to gain new information throughout activities. Similarly, 12 of the pupils, (i.e., 60%) of second-year students said they try to tie the work to their real-world surroundings and previous experiences on occasion. However, only 5% of second-year students stated that they have never done so.

Statement 8: I persist on challenging tasks:

Pupils who are engaged have two qualities: persistence and tenacity. As a result, this question examined the extent to which such skills can be developed during classroom shadowing exercises.

Options	Number	Percentage
Always	10	50%
Sometimes	9	45%
Never	1	5%
Total	20	100%

Table 3.40: Frequency of Persistence during Challenging Tasks
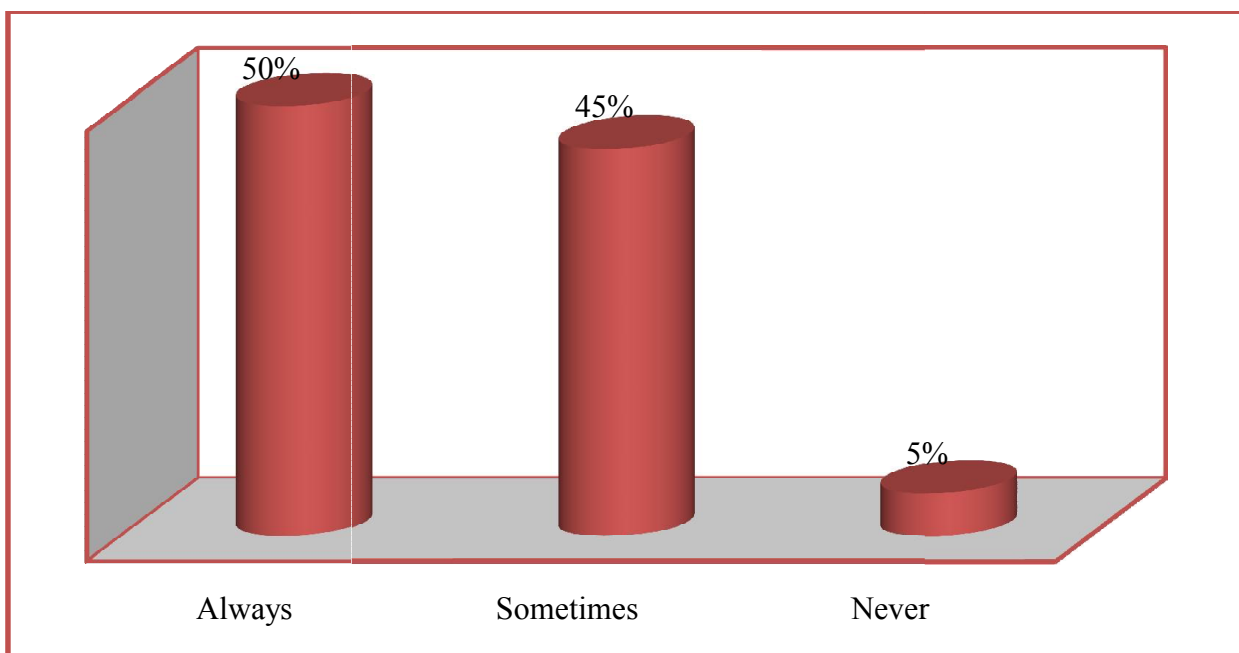
Graph 3.23: Frequency of Persistence during Challenging Tasks

According to the graph above, the majority of second-year students (50%) always insist on completing a difficult shadowing activity. Furthermore, 45% said they put forth effort at times but give up at other times. However, 5% of respondents said they never persevere when faced with a difficult assignment.

Part Three: Emotional Engagement:

This type of question seeks to elicit the percentage of feelings of participants during shadowing tasks. This is related to their emotional engagement.

Statement 9: I enjoy doing the shadowing task:

Options	Number	Percentage
Always	12	60%
Sometimes	8	40%
Never	0	0%
Total	20	100%

Table 3.41: Degree of Entertainment during Shadowing Tasks
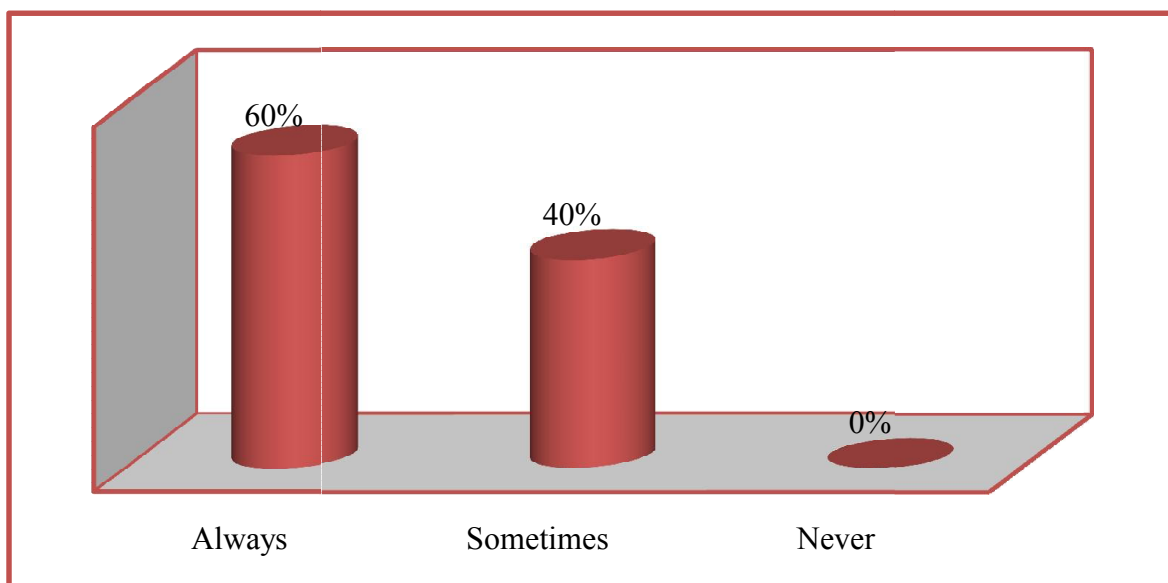
Graph 3.24: Degree of Entertainment during Shadowing Tasks

The graph above depicts the level of delight experienced by second-year students during shadowing tasks. This has a lot to do with their emotional involvement. 60% of respondents stated that they always love doing the assignment. Likewise, 40% says they are occasionally interested in shadowing. Furthermore, no one said that shadowing work never boosts their entertainment.

Statement 10: I believe what we are learning during shadowing tasks is important:

Options	Number	Percentage
Always	17	85%
Sometimes	3	15%
Never	0	0%
Total	20	100%

Table 3.42: Perceived Importance of shadowing Tasks
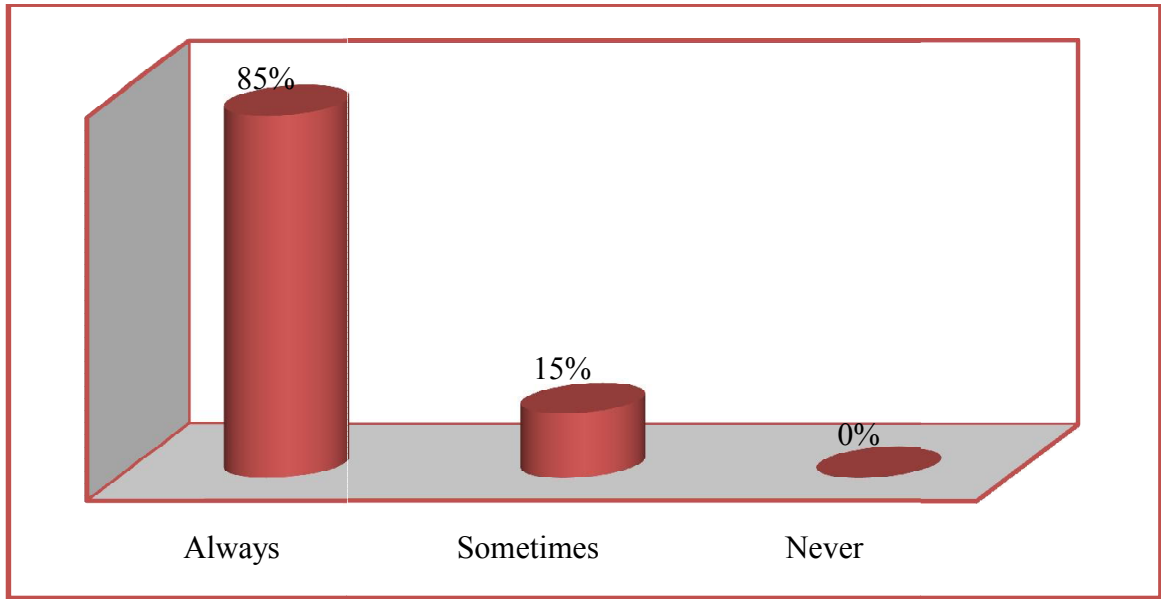
Graph 3.25: Perceived Importance of shadowing Tasks

According to the results of the following statement, 85% of participants claim that shadowing tasks are always useful, while 15% believe that shadowing assignments are sometimes important. However, none of the respondents considered it to be unimportant. Despite the minority of students who lack motivation and active involvement, the previously mentioned rates show that second-year students view audiovisual shadowing to be successful and efficient.

Statement 11: I feel bored during shadowing lesson:

Options	Number	Percentage
Always	0	0%
Sometimes	8	40%
Never	12	60%
Total	20	100%

Table 3.43: Degree of Pupils' Boredom during shadowing lesson
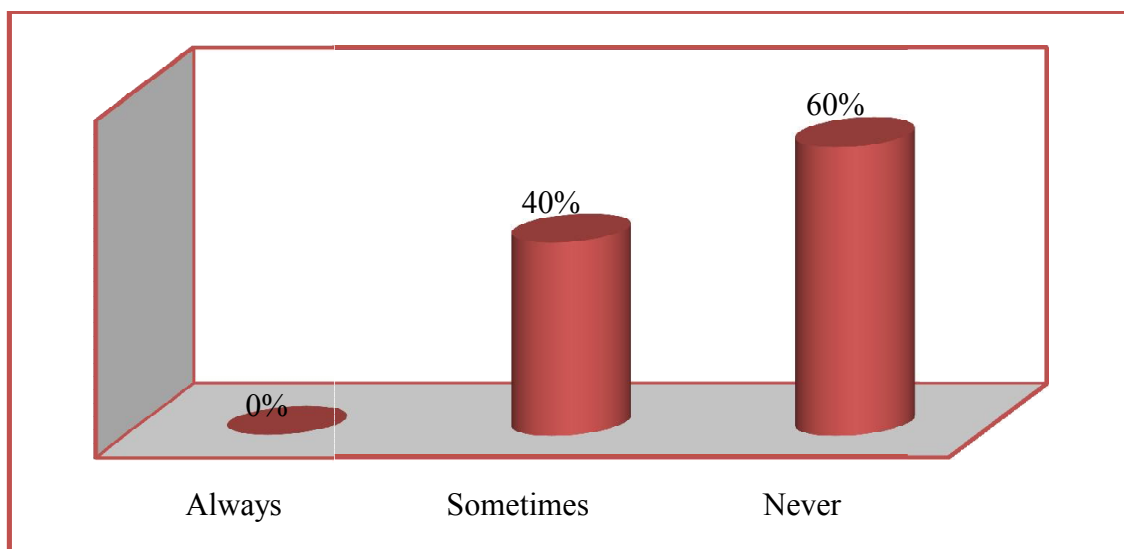
Graph 3.26: Degree of Pupils' Boredom during shadowing lesson.

Though this topic is concerning, second year pupils are asked to say whether they feel bored throughout the shadowing lesson. According to the findings, the majority of respondents (60%) never felt bored when performing instructional shadowing techniques in the classroom. The second rate demonstrates that 40% of respondents found shadowing tasks sometimes do so. When it came to shadowing assignments, however, none of the students said they were bored and careless all of the time.

Question 02: For you, engagement is (you can tick more than one answer):

Option	Number	Percentage
To participate	**9**	**31%**
To keep silent and pay attention	**3**	**10%**
To show good behaviours	**2**	**7%**
To have good grades	**5**	**18%**
All of the above	**10**	**34%**
Total	**29**	**100%**

Table 3.44: Definition of Engagement for Pupils

This inquiry aimed to elicit the students' interpretations of the term "engagement." There are components of behavioral and cognitive engagement involved in the possibilities.
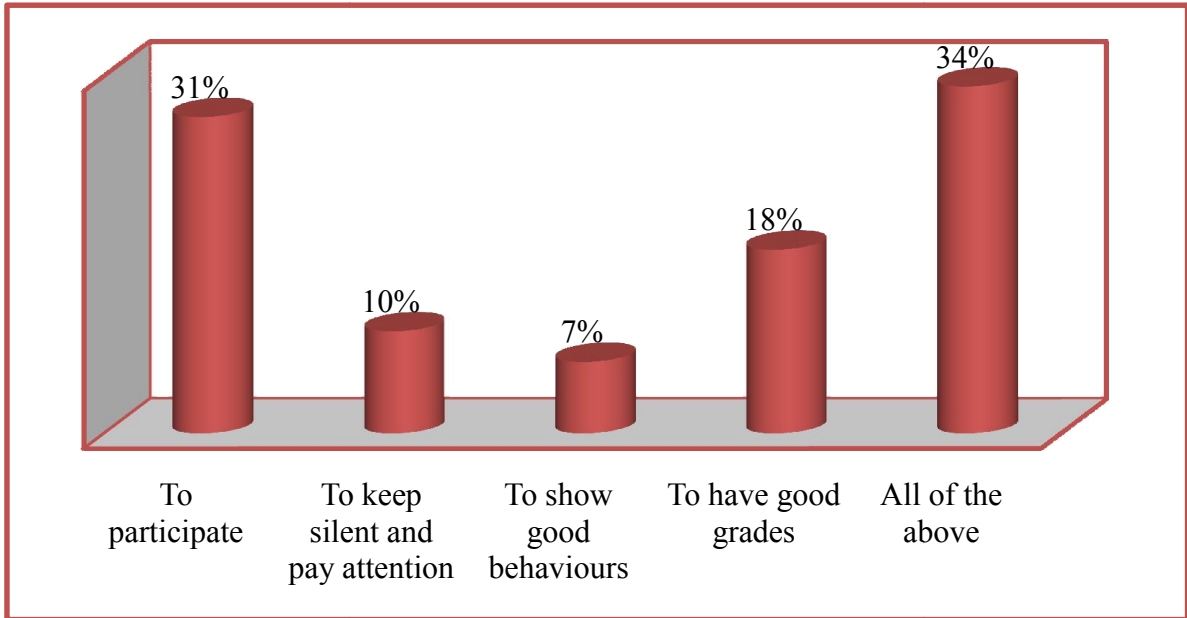
Graph 3.27: Definition of Engagement for Pupils

As shown by the percentages above, 31% of respondents stated that in order for students to be engaged, they would actively participate in reporting shadowing tasks. Secondly, according to 18% of respondents, high grades and higher learning outcomes are indicators of engaged students. Furthermore, only 7% of participants stated that engaged pupil's exhibit good behavior and avoid disruption and disturbance. As a result, the majority of respondents correctly characterized engagement as a comprehensive notion that includes a variety of different components and behaviors, such as involvement, participation, high grades, and paying attention.

Question 03: Do you consider yourself to be an engaged Pupil during Shadowing Tasks?

Option	Number	Percentage
Yes	14	70%
No	6	30%
Total	20	0%

Table 3.45: Pupils' Perceptions of their Engagement during Shadowing Tasks
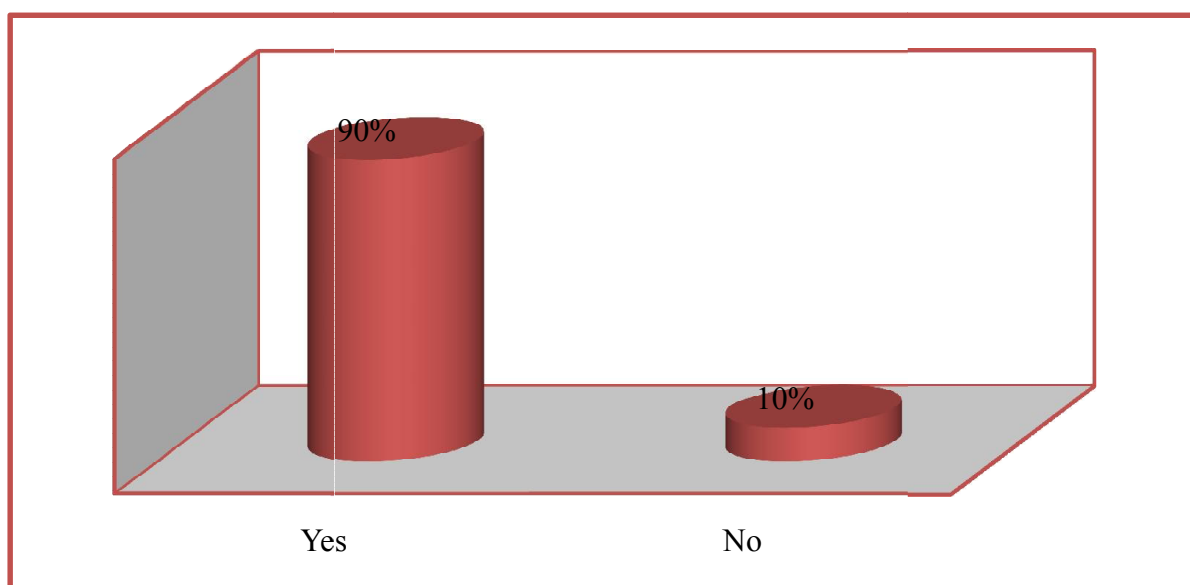
Graph 3.28: Pupils' Perceptions of their Engagement during Shadowing Tasks

Pupils were asked to express whether they were engaged or disengaged during shadowing lessons based on the preceding question. A substantial percentage of respondents, 18 out of 20 students, i.e., (90%) described themselves as engaged students, whereas just two out of twenty students, i.e., (10%) described themselves as disengaged and uninvolved in all tasks. To summarize, the results show that the majority of second-year students are engaged when using audiovisual materials to use shadowing techniques during classroom instruction. Thus, shadowing is an efficient paradigm in the engagement of learners. The latter confirms what has been presumed in the research hypotheses 2.

Please, explain how?

Due to the extreme increase in rates of engagement while reporting the shadowing task via audiovisual materials, the majority of the students feel themselves to be involved, according to their reasoning in the preceding question. Likewise, several students stated that they are interested because they are highly motivated to complete the shadowing activity and enjoy watching videos instead of just studying in a traditional way.

3.2.4. Discussion of the Findings of Pupils' Questionnaire

We obtained valuable responses about the pupils' attitudes toward the integration of the shadowing technique via audiovisual materials in learning English through the analysis of data gathered from the students' questionnaire, and even how engaged they perceive themselves to be during such shadowing tasks. Above all, the findings reported that more than half of students preferred to study English as a subject integrated into their middle school academic programs. Notably, this is critical for achieving the necessary levels of engagement throughout their learning processes. Besides that, students recognize the importance and utility of learning English as a foreign language and recognize its prominence as a globally spoken language, as well as its significance as a necessary component of one's thorough progress in various fields.

Concerning the integrating of shadowing techniques via audiovisual recorded materials into English learning, the majority of pupils recognize the effectiveness of conducting classroom shadowing tasks. Furthermore, the majority of pupils say that the nature of the content of classroom shadowing tasks via audiovisual materials is important for developing speaking, listening, reading, and writing skills. This has a significant importance in reinforcing their communicative abilities in comparison to traditional. Thus, students are interested in shadowing lessons implemented in classroom settings because they recognize the connection between their effectiveness and joy.

Besides, the analysis of the results reveals that the majority of pupils opted for shadowing as an interesting and important technique when undertaking the lesson, which is a strong indication of the acknowledged necessity of interaction and communication in order to successfully complete the task and achieve the learning objective(s). In other

words, pupils perceive that the successful learning of English is a matter of practicing and imitating conversations, instead of merely mastering the grammar rules.

Notably, most pupils indicated in their responses that they prefer repeating after the audiovisual recorded audio they most enjoy during the shadowing classroom lessons. This is primarily due to the traditional lessons they previously had. Many pupils claim that the greatest hurdle that may hinder their performance of shadowing is the speed of the speaker and comprehension of some English words. Nevertheless, the imitation of the task urges them to use English and, thus, can help them develop their communicative competence and enhance the maintenance of conversations in the target language (English). As a result, the students are more engaged. In the same vein, majority of pupils consider shadowing technique motivational and effective method to learn English.

The final section of the students' questionnaire concerns their engagement in the audiovisual shadowing lessons. The findings demonstrate that the number of students who participate in the shadowing activity are engaged in it, and pay attention to their teachers' directives and monitoring. Moreover, a large proportion states that they always complete the homework that their teacher assigns. Accordingly, we might deduce that these pupils are behaviorally engaged with the accomplishment of classroom shadowing activities. Likewise, the vast majority of pupils believe that they are naturally motivated to complete shadowing activities and feel competitive when faced with challenging tasks. Importantly, the data acquired suggests that the majority of pupils recognize the effectiveness and enjoyment of shadowing tasks, indicating that they are emotionally engaged in completing shadowing assignments via audiovisual tasks.

Ultimately, a large proportion of students are focused primarily on their participation, which can be used as a measure of engagement. These findings show that people gauge their own engagement mostly by the frequency with which they participate in classroom shadowing assignments, with a minority believing that attentive pupils are also engaged. Nonetheless, the vast majority of pupils consider "engagement" to be a comprehensive concept. That is to say, many students according to their reasoning defined "engagement" as a broad concept that encompassed participation, paying attention, behaving well, and getting high grades during assessments. To conclude, the vast majority of students consider themselves to be engaged since they are active and strongly motivated

to contribute and participate when reporting the shadowing technique using audiovisual materials.

3.3.   Classroom Observation

The researcher conducted a non-participant classroom observation to improve the thoroughness of the data obtained. This data collection tool aims to investigate how the shadowing technique via audiovisual materials is used in second-year middle school classes, identify the roles of the teacher and students, and investigate the extent to which second-year middle school students are engaged during classroom shadowing tasks. Additionally, this tool attempts to compare the effect of classroom tasks to the effect of ordinary classroom activities on pupils' engagement, and the extent to which they differ from various perspectives. As a result, we believe that non-participant classroom observation can provide the opportunity to witness how shadowing is implemented in middle school classes while also highlighting its effectiveness in increasing EFL students' engagement.

3.3.1. Classroom Observation Procedures

The classroom observation was conducted on April 8th and 11th and 15th and 18th 22nd, 2021 at Hassnaoui Aissa Middle School, Biskra. We assisted in six sessions of second year middle school classes. Two of them were led by a teacher who did not use recorded audio and ICTs to teach English, while the other four sessions were led by another teacher who focused on classroom shadowing techniques using audiovisual materials to teach English. The duration of each of the six sessions was forty-five seconds. Additionally, each group consists of around 20 pupils. As far as the classroom observation sheet is concerned, it contains several statements in addition to a part devoted to further remarks and comments.

3.3.2. Description of the Classroom Observation Checklist

There are five sections to this classroom observation checklist: classroom atmosphere, shadowing techniques, teacher roles, pupil roles, and pupil's engagement. The first section contains a general description of the classroom's mood, the physical setting of

the classroom, and the smoothness of the atmosphere. The second section is devoted to capturing the way shadowing is implemented throughout the session(s) and the processes adopted by the teacher. The next two sections determine in detail the exact roles assigned to both the teacher and his/her pupils during shadowing lesson and, more specifically, when integrating the shadowing technique. The final section discusses the various behaviors and emotions that students exhibit during the session(s).

The checklist is structured in form of table. The table is divided into five columns and each column contains one section and each section comprises several items on which the observer puts a tick in the columns depending on what he is observed in the classroom whether they are observed, fairly observed, or not at all. Additionally, the observer is able to add any comments or remarks in the column specified for the comments.

3.3.3. Analysis of Classroom Observation
3.3.3.1. Section One: General Classroom Atmosphere

Statement One: The physical setting is suitable for pupils to undertake the task.

This statement aims to provide a full picture of the shadowing materials used within the classroom, and whether or not it is suitable for pupils to carry out the lesson and be flexible. In sessions in which shadowing techniques was implemented, the teacher allowed her pupils to be flexible and order to communicate and carry out the shadowing lesson. And furniture arrangement was in most times, informal. Furthermore, pupils were given the opportunity to use a variety of other learning materials, such as pictures, the school book, dictionaries, and other materials to carry out and present the task findings it is observed that was given by the teacher (data show, pc)

On the other hand, during the other two sessions, the physical setting was ordinary; i.e., the furniture arrangement was formal. Moreover, the pupils used only the white board and their copybooks to do the lessons. In other words, pupils didn't need a variety of learning materials in order to undertake the activity.

Statement two: The class is overcrowded.

The class was not overcrowded because there were only 20 to 23 students in each group, as opposed to previous years, when there were nearly 40 students in each group. This indicates that the administration has become aware that a huge number of students in one class may distract from the effectiveness of the students' learning and from the teaching process as well.

Statement Three: The teacher provides a friendly and comfortable atmosphere for pupils to participate naturally throughout the tasks.

During classroom instruction, both teachers were observed to be friendly and to create a sense of humor. Moreover, none of them made pupils feel frustrated or ashamed of participating. In other words, it was observed that pupils considered their teacher (s) to be a non-threatening person who urged them to act naturally and without any affective constraints. More specifically, during classroom shadowing tasks, the teacher possesses good listening skills and a caring soul by listening to the pupils' imitations as part of the shadowing technique.

3.3.3.2. Section Two: shadowing technique

Statement One: shadowing task is organized.

It is assumed that teachers who use shadowing techniques in the classroom are supposed to organize shadowing tasks so that their students can learn and interact in the target language throughout the shadowing task. In sessions where shadowing was implemented, the audiovisual materials were well observed in the four lessons, it is obvious that the teacher make effort to bring his own materials (data show, pc, dictionary)

The other teacher, on the other hand, did not necessitate the preparation of a shadowing lesson. As a result, the teacher read a dialogue from the textbook and had his students respond to the activities. Some pupils were seen participating in the activity. Some of them, on the other hand, were noisy.

Statement Two: the recorded audio is clear enough for pupils.

During shadowing English teaching lessons, there were a variety of tasks, some created by the teacher herself, and others incorporated into curriculum lessons for students.

Concerning the teacher's own tasks, the recorded were clear, precise, and concise. Consequently, most pupils fully grasped what was exactly required of them, without any ambiguity in the comprehension of the form of the instructions.

Statement Three: Pupils participate and engaged with the lesson.

It is well observed that pupils are engaged and participate in lessons where the shadowing technique is used. It was noticed that most students participated and interacted when the teacher asked them to discuss the topic. This affirms that the second year pupils were active and engaged in the whole lesson. This likely refers to the teacher's implementation of the shadowing technique and the appropriate selection of the task. Hence, all of the students liked and enjoyed their performance shadowing tasks, this indicates that the shadowing techniques were effective and helped them to learn English. In comparison, the pupils of the second teacher, who did not use the shadowing technique, were less engaged.

Statement four: Timing is respected during the lesson.

To begin, the timing of the shadowing material was plainly stated by the teacher, from 3 to 4 minutes. Let them listen 3 times. Furthermore, it was observed that pupils were competing to complete the task in due time. However, there are always exceptions. Some pupils get additional time in order to perform the task and to complete its requirements. Not standing, the teacher timed her tasks, and the majority of pupils respected time constraints. On the other hand, it was observed that the other teacher was able to manage successfully his time because the time was enough to complete his lesson in the given time.

Statement five: Each shadowing task has a definite objective.

Certainly, assessing students' learning is impossible unless the teacher has planned a well-designed session. Setting the learning objectives, in other words, is an important part of the lesson plan. Furthermore, in each of the classes we have taken, the lesson has had a distinct learning objective (s). Indeed, each shadowing task had its own objective. For example, in the first session "initial situation" with the song, the learning objective was that learners would be able to memorize some words related to the sequence, i.e., about

healthy and unhealthy food, that is, learn new words, by the end of the lesson. The second lesson is "I listen and do". The learner, by the end of the lesson, will be able to listen and answer. This means the learner will be able to listen and understand, improving listening comprehension and reading. The third lesson, "I practice," assists the learner in improving their speaking skills through the use of the language. The fourth lesson was "I pronounce," which helped them improve their prosody, concentration, and confidence. As a result, it can be seen that shadowing accomplishes those goals.

3.3.3.3. Section Three: Teacher's Roles

Statement One: The teacher encourages the pupils to use English during task performance.

Indeed, the major aim of implementing the shadowing technique is to provide pupils with the opportunity to learn how to use English in classroom contexts. Accordingly, when performing tasks, pupils are supposed to imitate sentences or words in the target language, namely, the English language. It was observed that the teacher insisted upon the use of English when asking some questions. When students respond to those questions, they use either English or Arabic. Furthermore, the teacher had never used Arabic in any of her assignments. We have also observed that a minority of pupils answered in Arabic, yet their teacher did not accept those answers even though they were correct. As a result, the students did their best to practice their English.

Statement Two: The teacher maintains pupils' motivation and interest by providing interesting and challenging tasks.

During the classroom shadowing technique, tasks include a song, a video, and motivational video that captures the students' attention and keeps them engaged. Furthermore, the teacher used such techniques as tasks which triggered the pupils' determination and invited their competitiveness.

Statement Three: the teacher encourages the pupils to repeat after the recorded audio.

In each of the shadowing lessons, the teacher provides each of his students with a sheet of paper with one sentence from the video written on it, so that they can easily repeat it without forgetting the words. As well, the teacher gives a reward (chocolate or extra points) to each student who completes a successful shadowing assignment.

Statement four: the teacher gives the opportunity for each one to shadow with pauses.

It was observed that, in all sessions, the teacher appreciated the participation. However, within imitation, a greater number of pupils were involved in the task and, thus, demonstrated higher rates of participation. In addition, each student was given a piece of paper with only one sentence on it to create a pause and allow others to participate and perform. The teacher managed to raise the motivation of other pupils who exhibited shyness by providing the video with subtitles. This, in turn, encouraged them to take part in the task. This gave equal opportunities for each of them to participate and learn new words. In other words, the teacher did not focus her attention solely on one group of students; rather, the entire class was invited to participate and share their perspectives.

Statement five: the teacher guides and monitors the pupils.

During classroom shadowing tasks, it has been noticed that the teacher provided effective guidance throughout the performance of pupils' tasks. First of all, the teacher took a piece of paper and started with mimicking the first sentence so that interaction symmetrical. Second, she attempted to check all the pupils and provide monitoring, but without any interference in the pupils' task planning. Furthermore, she attempted to assist some students who were unable to pronounce certain words. Also, the teacher gave her pupils superficial feedback on their progress and mistakes. To this end, pupils gained effective feedback and could effectively produce correct pronunciation and learn new words in the target language.

Statement six: The teacher corrects the pupils' mistakes.

In sessions implementing the shadowing techniques, the teacher rarely corrects her pupils' mistakes. Rather, the teacher's superficial monitoring and exploitation of the learning materials has encouraged the pupils to be responsible for and approach their own learning. Following the listening, pupils self-corrected their mistakes.

3.3.3.4. Section Four: Pupils' Roles

Statement One: Pupils ask clarification questions.

We have observed that, in shadowing classrooms, whenever pupils encounter a difficulty, they simply refer back to the clarification questions. However, asking clarifying questions is uncommon, especially in English. This could be due to a lack of vocabulary, which could make understanding the task instructions or planning for the task report difficult. As a result, asking for clarification and further explanation from the teacher occurs only when there are difficulties.

Statement Two: Pupils use dictionaries to explain new unfamiliar vocabulary.
The use of dictionaries during classroom learning is an indicator of autonomy and active learning. In shadowing classrooms, the teacher brings three dictionaries and places them on the desk, even the pupils' dictionaries if they have them, whether they are monolingual or bilingual. Whenever they encounter an unfamiliar word, they automatically refer back to those dictionaries. If the dictionary was bilingual, the teacher asked her pupils to find a synonym, an antonym, to explain the word in English, or to use it in an example. This is generally the aim of developing the pupils' communicative skills by enriching their vocabulary retention. Moreover, the use of dictionaries during classroom learning developed pupils' autonomy in learning.

Statement Three: Pupils use L1.
We have observed that the use of L1 is totally forbidden during classroom shadowing tasks. In fact, the teacher praised those who answered in English. Thus, only a handful number of pupils answered some questions in Arabic. However, when preparing to ask about some new words, pupils use Arabic most of the time. The use of English during this stage was restricted to their mimicking, i.e., shadowing.

3.3.3.5. Section Five: Pupils' Engagement

Statement One: Pupils show willingness to participate in the lesson.

During the lesson, we noticed that many students were competing to guess the topic of the task. Later, in the shadowing phase, the majority of them showed a considerable willingness to participate. This was observed through volunteering answers and contributing to discussions. Only a minority of pupils felt shy to contribute, trying to shadow silently their sentences before mimicking them loudly, or they were mentally uninvolved. Nevertheless, the teacher did her best to create an environment that allowed pupils of different learning styles to participate. To conclude, the large number of pupils who participated throughout the lesson are behaviorally active pupils who generally listen and repeat simultaneously**.**

Statement Two: Pupils are attentive during the task performance.

It is well known that maintaining pupils' attention in the classroom is sometimes difficult. Shadowing classroom lessons, on the other hand, can be less difficult. Therefore, we have noted that during the shadowing, pupils were to an extent attentive. Their focused attention could be attributed to increased levels of curiosity, particularly while listening to and watching shadow materials. As a result, the attention of the students was observed through the various types of shadowing lessons used by the teacher, such as song and videos, which made the students excited about completing and completing the lesson without feeling bored.

Statement Three: Pupils display autonomous role.

As a matter of fact, autonomous learning during middle school education is hard to establish. Similarly, second-year students are observed to be self-sufficient during classroom shadowing lessons. However, we have also observed that a considerable number of pupils conducted the shadowing independently, without the need for teachers' assistance. These pupils could autonomously use the learning materials and resources to plan for the task, choose the most suitable learning strategies, self-assess their task-report, and correct other pupils' mistakes and errors when presenting the task.

Additionally, by the end of the session, the teacher asked her pupils to download and use a shadowing application at home. When the session was over, we observed that a group of pupils were interested in that application and how it is working. In general, a significant number of students took on autonomous roles, while others relied on the teacher's assistance in the classroom.

Statement four: Pupils show interest when using shadowing technique.

The task topic presented to students during shadowing classes was appealing and simulated their attention, which piqued their curiosity and interest in repeating after the speaker and comprehending the task content. Additionally, since the shadowing recorded was closely related to the pupils' lessons, the pupils displayed interest in the lesson through a demonstration of willingness to undertake the activity, persistence to successfully complete the lesson, and focused attention to achieve the lesson objectives. All of these are regarded as characteristics of enthusiastic students.

3.3.4. Discussion of the findings

The first session was the "initial situation" from sequence 03 "me and my health." The teacher brought a song titled "Healthy food vs. Junk food," which the students enjoyed shadowing and participating in. Besides, the teacher prepared a video, the same video used in the three following lessons. It contained a dialogue between a doctor and his patient. The teacher asked her students to imitate simple conversations in the classroom in the video. Thus, we have observed that it was highly elaborated by the teacher and her pupils. In each session, the teacher gives her students pieces of paper with sentences from the dialogue on them, and she selects seven students to perform the imitation in order to gain time and get to the lesson on time. For the second lesson, titled "I listen and do", after using the shadowing technique, i.e., after mimicking, the teacher asked her pupils to pick out from the video the symptoms and the treatment to write them on the board and then on their copybooks. The third lesson, titled "I practice," uses the same video and, as usual, the teacher invites another 7 students to begin the lesson by imitating their sentences, after which they are asked to give advice based on the previous information using "should" and "should not." In other words, they use the previous information automatically. The fourth lesson was titled "I pronounce," The teacher used the same video and select another 7

students before concluding the lesson by classifying words from the dialogue with the sound / Sh / Ch, / k /. The technique was used for around 15 minutes in the classroom and was quite beneficial in helping them understand the lesson, as well as the questions and other exercises.

In contrast, the two lessons were ordinary because the shadowing technique was not used by the other teacher. We have observed that the teacher has not used the ICT's either because of the lack of these materials in the academic institution, or due to the difficulty of choosing adequate videos to present the task topic. Nevertheless, it was observed that the teacher has presented some pictures and used the spider map at the beginning of the lesson. Accordingly, we can deduce that it facilitated the anticipation of the lesson.

To conclude, having analyzed the classroom observation findings, and by determining the differences that exist between using shadowing techniques in language teaching and the traditional way of teaching English, it can be inferred that the majority of the observed pupils were interested in shadowing. They were also motivated to successfully carry out and complete the lesson, and were actively involved during the performance. Additionally, through the integration of shadowing, pupils can be considered to be active and attentive learners. Following an evaluation of the classroom observation results, it is possible to conclude that the findings were as predicted in the research hypotheses 1, 2 and hypothesis 3, and that implementing the shadowing technique improves students' ability to learn English in order to be engaged and involved, as well as being active, motivated, and participant.

Conclusion

Essentially, the current chapter is an attempt to discuss the fieldwork for the current research study. Eventually, teachers' interview, pupils' questionnaire, and classroom observation checklist have been used to collect data. The teachers' interview was conducted with six English teachers from remote middle schools in order to get insight into the shadowing technique's application as well as their perceptions and attitudes toward it. Furthermore, a translated version of the pupils' questionnaire was produced and administered to (20) second-year students at Aissa Hasnaoui middle school in order to

emphasize the primary engagement traits that students demonstrate throughout shadowing lessons. Finally, a classroom observation checklist was completed in order to determine how activities are employed in the classroom, collect more thorough data regarding teachers' and learners' roles in shadowing techniques, and identify the most essential engagement characteristics displayed by the students.

General Conclusion

General conclusion

This research is based on the acknowledged disengagement that middle school students experience during typical EFL classes. Notably, this research is aimed at the importance of incorporating shadowing techniques via audiovisual materials to increase EFL learners' engagement. The present research investigation consists of (03) chapters. The first two chapters are concerned with the theoretical component of the research study, with the first reviewing the fundamental concepts of the shadowing method/technique and the second providing a background on engagement. The final chapter, on the other hand, is devoted to the practical aspects of studying. It involves the different research tools that were used to answer the research questions and validate its hypotheses.

As far as the third chapter is concerned, it is devoted to the fieldwork in which we endeavored to analyze, synthesize, discuss, and draw conclusions about the data obtained from the following data collection tools: teachers' interview, pupils' questionnaire, and classroom observation checklist. A descriptive research study was conducted accordingly in order to validate and confirm the raised hypothesis. Accordingly, the importance and usefulness of integrating shadowing methods/techniques has been proved in this research. Through the different research tools that have been employed, shadowing is believed to be the most helpful paradigm that assists the language learning process, primarily by developing the most desirable skills as well as by motivating them.

All research questions have been answered throughout the investigation. The research hypotheses have been validated, particularly the hypothesis that assumes that using shadowing as a strategy may enhance students' learning of English, and the hypothesis which predicts it. Further, the hypothesis, which assumes that shadowing can promote confidence and engage learners in the language process, has also been confirmed. Seeking the reliability and credibility of the results, none of these tools were practically employed without piloting and validation that, in turn, served to produce a comprehensive and pertinent final version of the data collection instrument.

General Implications and Recommendations

This study attempted to propose some pedagogical recommendations as future implications of the shadowing technique to be applied in order to assist administration, instructors, and students in the middle school based on the aforementioned results.

The items to be shadowed should be properly and thought-fully chosen so that negative aspects such as boredom and demotivation are avoided. In particular, external factors should be examined. Noise or interfering voices, for example, can obstruct the shadowing process. For that, a pleasant environment should be maintained during a shadowing session. More importantly, a teacher's attempt at shadowing might be a motivational step for hesitant students.

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

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

- Teachers should be aware of the factors that may affect their pupils' engagement.
- Teachers should develop their knowledge about the appropriate implementation of shadowing in their beginner EFL classes.

- Pupils have to recognize the importance of being engaged and its benefits on their learning achievement and the development of their language proficiency.

- Shadowing changes the learners' role in EFL classes from passive to active.

- The time allocated to teach English in middle school classes should be revised so that tasks are integrated regarding their full framework, without the negligence of any aspect of the language.

- The administration should provide the required teaching materials in order to facilitate the integration of shadowing technique, and to help pupils practice the language through appropriate exposure to different authentic recordings and videos.

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Appendices

APPENDIX 1: THE INTERVIEW GUIDE FOR TEACHERS

Dear teacher,

You are kindly asked for an interview, which serves as a data collection tool for a study of our master degree, entitled "Investigating the Effects of Using Shadowing Techniques to Engage Countryside Pupils to Learn English as a Foreign Language" As for the general aim, this research study is an endeavor to reveal the importance of implementing shadowing technique for the sake of enhancing EFL learner's engagement and, thus, promoting their learning outcomes. Accordingly, we would deeply appreciate your precious collaboration. Your responses/ data will be anonymous and will be used for research purposes only.

Please tick (✓) the correct answer and provide full statements whenever necessary

Section One: General information

Q1. Please, specify your degree(s) ☐

- BA (License)
- MA (Master)/Magister
- Doctorate degree

Q2.How long have you been teaching English in Middle School?.....................Year(s)

Q3. Which levels are you teaching? …………………………………………...

Section Two: Shadowing technique

Q1. Is shadowing technique implemented in your English classroom teaching?
- Yes
- No

Q2. Do you think that shadowing's major aim is to enable pupils to:

1. Master a particular grammar structure/language form
2. Use English to deliver meaning in different contexts outside the classroom
3. Both of them

➢ Please, explain …………………………………………………………………………..

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q3. Do you use recorded audio on each of your tasks?

• YES

• NO

Please, explain why?

……………………………………………………………………...........

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q4. Do you give your pupils limited time to complete the task?

• YES

• NO

Q5. What kind shadowing tasks do you usually use?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q6. Do you use ICTs during your teachings?

• Yes

• No

Q7. How often do you use the mother language to explain the task instructions?
1. Always
2. Sometimes
3. Rarely
4. Never

Q8.How do you usually introduce the topic of your lesson? Is it (you can tick more than one option) :

1. Through pictures
2. Through videos
3. Using the mind map

If others, please specify ………………………………………………………………………

………………………………………………………………………………………………..

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q9. During tasks, you usually organize your pupils to work:

1. Individually
2. In pairs
3. Ingroups

Q10. Do you believe that the lesson content is directly connected to your pupils' real- life settings?

- YES
- NO

If YES, please provide an example…………….…………….......................................

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Three: Pupils' Engagement

Q1. Do you believe that shadowing tasks you use in your classroom are challenging enough to motivate your pupils?

- YES
- NO

Q2. Your pupils are usually:

1. Actively involved in the lesson
2. Passive during the lesson
3. It depends on other factors

(If it depends) Please specify…………………………………………………..............

………

Q3. Do your pupils display willingness to imitate an audio visual recorded during the lesson?

- YES

- NO

Q4. Do you believe that implementing shadowing in classroom gives your pupils the opportunity to be active participants and autonomous?

- YES

- NO

Please, explain how……………………………………………………………………………

………

………

Q5. Does the of shadowing technique enhance your pupils' engagement in learning? I what way?

………

………

Q6. How do you measure your pupils' engagement during the lesson?

1. Through active participation
2. Through assessment and grades
3. Through the absence of disruptive behavior
4. Through emotional and affective investment

Q7. What kind of problems do you face during classroom?

………

………

………

Q8. Feel free to add any other comments or suggestions regarding the implementation of shadowing technique in your classroom.

………

………

………

Pupil's Questionnaire

The current questionnaire is a data collection tool designed to gather information about our Master research study entitled "Investigating the Effects of Using Shadowing Techniques to Engage Countryside Pupils to Learn English as a Foreign Language " in Hassnaoui Aissa Middle School. This study seeks to reveal the importance of implementing this technique in an attempt to enhance EFL learners' engagement and, thus, to promote their learning outcomes. Your answers will provide fruitful insights on the learners' engagement during classroom task performance. Therefore, we would appreciate your collaboration to the validity of this research at hand by giving your personal opinion. There is no right or wrong answers.

Please tick (✓) the appropriate box and provide full statements where necessary.
<u>Section One</u>: **General Information**

Q1. Please, specify your gender

- Male ☐

- Female ☐

Q2. How old are you?

☐ Years old.

Q3. Do you like studying English?

Yes ☐ No ☐

Please, explain why?

…………………………………………
…………………………………………
…………………………………………

استبيان التلاميذ

الاستبيان الحالي عبارة عن أداة تم تصميمها لجمع معلومات حول بحث الماستر بعنوان " دور تأثير استخدام تقنية الظل لإشراك تلاميذ الريف في تعلم اللغة الإنجليزية كلغة أجنبية " (Shadowing Technique) حيث تعمل على تعزيز مشاركة وتفاعل المتعلمين "في متوسطة حسناوي عيسى". تسعى هذه الدراسة إلى الكشف عن أهمية تنفيذ منهج التدريس هذا في محاولة لتعزيز مشاركة وتفاعل متعلمي اللغة الإنجليزية كلغة أجنبية، وبالتالي لتعزيز نتائج التعلم الخاصة بهم.

إجابتكم ستقدم إحصاءات مثمرة حول تفاعل المتعلمين أثناء تطبيق تقنية التضليل (Shadowing) في الفصل الدراسي لذلك فإننا نقدر تعاونكم لصحة هذا البحث من خلال إبداء رأيكم الشخصي

ملاحظة : لا توجد إجابات صحيحة أو خاطئة.

يرجي وضع علامة (✓) في الخانة المناسبة وتقديم معلومات كاملة عند الضرورة

<u>الجزء الأول:</u> معلومات عامة
1. يرجى تحديد جنسك
- ذكر ☐
- أنثى ☐

2. ما هو سنك؟

☐ سنة

3. هل تحب دراسة اللغة الإنجليزية؟

نعم ☐ لا ☐

اشرح لماذا؟

…………………………………………
…………………………………………
…………………………………………

Q4. **How do you consider your level in English?**

a) Very good ☐

b) Good ☐

c) Average ☐

d) Weak ☐

e) Very weak ☐

<u>**Section Two**</u>**: Pupil's Attitudes towards the Use of shadowing technique**

In fact, imitating a recorded material related the English language is called "Shadowing"

Q1. Shadowing can be used in the classroom, to develop speaking, listening, reading, and writing skill.

a) Strongly agree ☐

b) Agree ☐

c) Neutral(neither agree nor disagree ☐

d) Strongly disagree ☐

Q2. Do you find shadowing technique:

a) Interesting and important ☐

b) Useless ☐

Whatever your answer, explain why

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

---

4. **كيف تقيم مستواك في مادة اللغة الإنجليزية؟**

أ) جيد جدا ☐

ب) جيد ☐

ت) متوسط ☐

ث) ضعيف ☐

ج) ضعيف جدا ☐

<u>الجزء الثاني</u>:موقف التلميذ من استعمال تقنية التضليل (shadowing) :

في الواقع إن تقليد أي تسجيل صوتي يتعلق باللغة الانجليزية كما سمعته يسمى "التضليل"(shadowing)

1.يجب استخدام تقنية التضليل في الفصل لتحسين مهارات التحدث ,الاستماع, القراءة والكتابة

أ- أوافق بشدة ☐

ب- أوافق ☐

ت- محايد (لا أوافق ولا اختلف) ☐

ث- لا أوافق أبدا ☐

2. هل تجد استعمال تقنية التضليل في مادة الانجليزية : ☐

- مهمة و ممتعة ☐

- عديمة الفائدة ☐

مهما كانت إجابتك اشرح لماذا

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

Q3. Shadowing would be useful, if you shadow:

a) Loudly ☐

b) Silently ☐

Q4. Which of the following task types do you prefer? (You can tick More than one option)

a) Repeating after recorded audio ☐

b) Repeating after audio visual recorded input ☐

c) Repeating after your teacher ☐

Q5. Do you think that you can shadow better?

a) without pausing ☐

b) indicating some pauses ☐

Q6.What is/are the most difficult aspect to be shadowed?
(You may tick more than one box)

a) Speed of the speaker ☐

b) Some vocabularies ☐

c) Intonation and tone of voice ☐

d) Some grammatical structures ☐

Q7. Shadowing has enabled you to listen effectively. To what extent do you agree or disagree with this? Circle one

a) Strongly agree ☐

b) Agree ☐

c) Neutral ☐
   (Neither agrees nor disagrees)

d) Disagree ☐

e) Strongly disagree ☐

---

3. تكون تقنية التضليل (Shadowing technique) مفيدة إذا كان :

أ) التقليد بصوت عالي ☐

ب) التقليد بصمت ☐

4.أي نوع من التمارين تفضل :

أ) التكرار بعد تسجيل سمعي ☐

ب) التكرار بعد تسجيل سمعي بصري ☐

ت) التكرار بعد الأستاذ ☐

5. هل تعتقد انه يمكنك التقليد (Shadow) بشكل أفضل :

أ) دون توقف ☐

ب) التوقف بين الحين والآخر ☐

6.ما هي/هو الجانب الأكثر صعوبة في التقليد (Shadowing)

أ) سرعة المتكلم ☐

ب) بعض المفردات ☐

ت) نبرة الصوت ☐

ث) بعض القواعد(تركيب نحوي) ☐

7. يمكنك التظليل(shadow) من الاستماع بفعالية. إلى أي مدى توافق أو لا توافق على هذا :

أ) أوافق ☐

ب) أوافق بشدة ☐

ت) حيادي (لا أوافق ولا ارفض) ☐

ث) لا أوافق ☐

ج) لا أوافق بشدة ☐

Q8. Shadowing can be helpful in terms of understanding the content of recorded material. According to you, it is :

a) Very helpful ☐

b) Fairly helpful ☐

c) Slightly helpful ☐

d) Not helpful at all ☐

Q9. Do you think that shadowing can train your mouth to produce sounds clearly?

a) Yes ☐

b) No ☐

Q10. Through shadowing, have you learned any new vocabulary (ies)?

a) Yes, I have ☐

b) No, I have not ☐

If yes please state them:

……………………………………………..

……………………………………………..

……………………………………………..

Q11. Does shadowing motivate you to learn English language?

a) Yes, it does ☐

b) No, it does not ☐

8. يمكن أن يكون التظليل (shadowing)مفيدا من حيث فهم محتوى المواد المسجلة :

أ) مفيدا جدا ☐

ب) مفيد إلى حد ما ☐

ت) مفيدا بعض الشيء ☐

ث) ليس مفيدا أبدا ☐

9. هل تعتقد أن التظليل(Shadowing) يمكن أن يدرب فمك على إصدار الأصوات بوضوح :

أ) نعم ☐

ب) لا ☐

10. من خلال التظليل (Shadowing)هل تعلمت أي مفردات جديدة ؟

أ) نعم تعلمت ☐

ب) لا لم أتعلم ☐

إذا كانت إجابتك نعم .اذكر بعض منهم

………………………………………………

………………………………………………

………………………………………………

11. هل تقنية الظل (Shadowing)تحفزك على تعلم اللغة الانجليزية؟

أ) نعم ☐

ب) لا ☐

<u>**Section Three**</u>**: Pupils' Engagement during Tasks**

Q1. Please, tick the appropriate box :

Types of Engagement	Statements	Always	Sometimes	Never
Part One: Behavioral Engagement	I participate during the lesson.			
	I ask clarification questions, when something is ambiguous.			
	I do my homework.			
	I pay attention to my teacher's Explanation and instructions of the lesson.			
Part Two: Cognitive Engagement	I am intrinsically motivated to carryout and complete the lesson successfully.			
	When I run into a problem, I keep trying until I find a solution.			
	I try to better understand the lesson topic by making connections between the task content, the real- world, and my previous Experience (s).			
	I persist on challenging tasks			
Part Three: Emotional Engagement	I enjoy doing the task.			
	I believe what we are learning during the lessons is important.			
	I feel bored during the lesson.			

1. ضع علامة (✓) في الخانة المناسبة:

أبدا	أحيانا	دائما	
			أشارك أثناء الدرس
			خلال الدرس أطرح أسئلة توضيحية عندما يكون هناك شيء غامض
			أنجز واجباتي المنزلية.
			انتبه إلى شرح الأستاذ و السؤال لكي أفهم جيدا.
			احفز نفسي لفهم الدروس على أكمل وجه وبنجاح.
			عندما أصادف مشكلة ما خلال الدرس ابذل كل ما بوسعي لحلها ولا أستسلم
			أحاول أن أفهم الدرس عن طريق ربطه مع مواضيع الحياة اليومية و تجربتي السابقة في حياتي خارج القسم.
			أثابر عند مواجهة تحدي في التمارين.
			استمتع خلال القيام بتمارين مادة الانجليزية.
			ما نتعلمه من مفردات في الانجليزية مهم بالنسبة لنا.
			اشعر بالملل في مادة الانجليزية.

Q2. For you, engagement is (you cantick more than one answer):

- To participate ☐
- To keep silent and pay attention ☐
- To show good behaviours ☐
- To have good grades ☐
- All of the above ☐

Q3. Do you consider yourself to be an engaged pupilto study English as a foreign language?

- YES ☐ ☐

- Please, explain how?
- …………………………………………
- …………………………………………
- …………………………………………

Thank you very much for your collaboration

2. بالنسبة إليك الاندماج والتفاعل مع تعلم اللغة الإنجليزية
(بإمكانك وضع علامة (✓)على أكثر من خيار)

- المشاركة في القسم. ☐
- أن تبقى صامتا وتنتبه. ☐
- أن تبدي سلوكا مهذبا. ☐
- أن تتحصل على علامة جيدة. ☐
- كل ما نذكر. ☐

3. هل تعتبر نفسك مندمج و متفاعل في دراسة اللغة الانجليزية كلغة أجنبية

- نعم ☐   - لا ☐

- اشرح كيف؟
- ……………………………………………
- ……………………………………………
- ……………………………………………

شكرا جزيلا على تعاونكم

Appendix Three

Classroom Observation Checklist

Teacher:…………………………………………..

Observer:……………………………………

Class:…………………………………………...

Number of pupils: …………………………..

Date:……………………………………………

Time:…………………………………………...

Rating Scales: **A-Well Observed**   **B-Fairly Observed**   **C-Not Observed**

Classroom Elements			
Section One: General Classroom Atmosphere	**A**	**B**	**C**
1- The physical setting is suitable for pupils to undertake the task.			
2-The class is overcrowded			
3- The teacher provides a friendly and comfortable atmosphere for pupils to participate naturally throughout the tasks.			
Comments: ……………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………………………………………………………………………			
Section Two: Shadowing Technique			
1- Shadowing task is organized.			
2- The recorded audio is clear enough for pupils.			
3- Pupils participate and engaged with the lesson.			
4- Each shadowing task has a definite objective.			
5- Timing is respected during the lesson.			

Comments:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Section Three: Teacher's Roles

1- The teacher encourages the pupils to use English during task performance.			
2- The teacher maintains pupils' motivation and interest by providing interesting and challenging tasks.			
3- The teacher encourages the pupils to repeat after the recorded audio.			
4- The teacher gives the opportunity for each one to shadow with pauses.			
5- The teacher guides and monitors the pupils.			
6- The teacher corrects the pupils' mistakes.			

Comments:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Section Four: Pupils' Roles

1- Pupils ask clarification questions.			
2- Pupils use dictionaries to explain new unfamiliar vocabulary.			

Comments:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Section Five: Pupils' Engagement

1- Pupils show willingness to participate in the lesson.			
2- Pupils are attentive during the task performance.			
3- Pupils display autonomous role.			
4- Pupils show interest when using shadowing technique**.**			

Comments:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Appendix four:
A Sample of Classroom Ordinary Lesson (1)

Sequence: 03	**Lesson**: 04 (The language use)	**Framework**: P.P.U
Learning objectives: To enable the learners to express obligation, prohibition and pronounce "must, should, ch, sh" correctly.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure**: Simple present (modals).		**Domains**: Oral/ Written/ Both.
Core values: Sharing valuable medical advice and recommendations between teenagers in regard to health.		**Materials**: Board/ Flashcards.
Cross curricular competencies		**I pronounce**: The pronunciation of the "must, should, ch, sh".
Intellectual: They can use his critical thinking to deduce the rules.		**Methodological**: They can work individually, in pairs and in groups. They can assess their work.
Communicative: They can use to communicate appropriately.		**Social and Personal**: They can socialize through oral exchanges.

Warming Up: The teacher greets the learners and makes a quick review about food, illnesses, medicines and diet by showing them some flashcards and tries to elicit names from them.

You **must** eat healthy food

You **shouldn't** eat junk food

Too **much** sugary drinks cause obesity

Sea food like **fish** is good for your health

- The teacher ask the learners to read to the following words and focuses on the pronunciation of the letter "**must, should, ch, and sh** ": (**must** – **mustn't** – **should** – **shouldn't** – **sh**oulder – **Engli**sh – **ch**eese – tea**ch**er – ma**ch**ine – mousta**ch**e – heada**ch**e – stoma**ch** a**ch**e).

Presentation: The teacher writes the following dialogue on the board and invites the learners to read it.

Mother: *Must* Amy go on diet, doctor?
Doctor: Yes, she *must*. She *must* go on diet if she wants to lose weight and *mustn't* eat bad and unhealthy food.
Mother: *Should* she start this diet today?
Doctor: Yes, she *should*. She *should* start it immediately and I'll give her some medicines.
Mother: How *should* she take this medicines?
Doctor: She *should* take it after lunch and *shouldn't* take it before.
Mother: I am **much** obliged to you for your help.
Doctor: Don't mention it!

- The teacher sorts out all the words that contain "**must**, **should**, **ch**, and **sh** ". Then, he/ she asks the learners to read it correctly. The teach highlights the rule (**1, 2 page 82** and **3, 4 page 83**)

☛ "Must" is pronounced as "**weak form**" /məs(t)/: in <u>questions</u> or in <u>the middle of statements</u>. <u>eg</u>: **Must** Amy go on diet, doctor?/ She **must** go on diet if she wants to lose weight.

☛ "Must" is pronounced as "**strong form**" /mʌst/: in <u>short answers</u> or in <u>the short form of the negative</u> "**mustn't**" /mʌsnt/. <u>eg</u>: Yes, she **must**./ She **mustn't** eat bad and unhealthy food.

   N.B: 1. In short answers questions "have to" is more common than "must". <u>eg</u>: Does Amy **have to** go on diet, doctor?

      2. the final "**t**" in "mus**t**" and the first "**t**" in "mus**t**n't" is silent.

☛ "Should" is pronounced as "**weak form**" /ʃəd/: in <u>questions</u> or in <u>the middle of statements</u>. <u>eg</u>: **Should** she start this diet today?/ She **should** start it immediately.

☛ "Should" is pronounced as "**strong form**" /ʃʊd/: in <u>short answers</u> or in <u>the short form of the negative</u> "**shouldn't**"/ʃʊdnt/. <u>eg</u>: Yes, she **should**./ She **shouldn't** take it before.

   N.B: the "**l**" in "shou**l**d" and in " shou**l**dn't " is silent.

☛ "**sh**" is pronounced as /ʃ/. <u>eg</u>: (**sh**e – **sh**ould – wa**sh**ing – fi**sh**ing – Engli**sh** – Poli**sh**).

☛ "**ch**" is pronounced as /tʃ/. <u>eg</u>: (**ch**ildren – **ch**eese – tea**ch**er – kit**ch**en – mu**ch** - lun**ch**).

   N.B: 1. English language has many words of French origin in which the spelling "**ch**" is pronounced /ʃ/ not /tʃ/. <u>eg</u>: (**ch**ef – **ch**ic – ma**ch**ine – mousta**ch**e – bro**ch**ure – **ch**alet – para**ch**ute – **ch**auffeur).

      2. In some English words the spelling "**ch**" is pronounced /k/ not /tʃ/. <u>eg</u>: (stoma**ch** a**ch**e – **ch**emist – **ch**emistry – s**ch**ool – psy**ch**ologist – ar**ch**itect).

Practice: Task 1: "I pronounce" The teacher asks the learners to (**Task 1, 3, 5 page 84**).

Task 1 page 84

   – People who suffer from migraines or severe headaches **must** consult a neurologist.

       ☐ /mʌst/   ☑ /məs(t)/

   – Diabetic patients **must** consult a specialist in endocrinology.

       ☑ /məs(t)/   ☐ /mʌst/

   – I have myopia. **Must** I see an ophthalmologist?

       ☐ /mʌst/   ☑ /məs(t)/

     – Yes, I think you **must**.   ☐ /məs(t)/   ☑ /mʌst/

     – No, you don't have to. You can just consult an optician.

Task 3 page 84

   – People who catch a cold or the flu **should** consult an otolaryngologist.

       ☐ /ʃʊd/   ☑ /ʃəd/

   – If you've got an allergy like a skin rash or a skin disease like eczema, you **should** consult a dermatologist.

       ☑ /ʃəd/   ☐ /ʃʊd/

   – I have a headache. **Should** I go to the doctor?

       ☐ /ʃʊd/   ☑ /ʃəd/

– Yes, I think you **should**. ☐ /ʃəd/ ☑ /ʃʊd/
– No, I think you **shouldn't**. ☐ /ʃədnt/ ☑ /ʃʊdnt/
    You can just take an aspirin.

Task 5 page 84

Liz: Do I have to take this cough syrup, mum? It tastes awful!
Mum: I'm afraid you have to, sweetheart.
Liz: Must I take it right now?
Mum: Yes. You must take one spoonful right now and another one before you go to bed.
Liz: I don't think I must take two spoonful, mum! One should be enough.
Mum: Of course you must! The doctor knows better, sweetheart.
Liz: What should I do if I vomit, then?
Mum: Well, you should take another spoonful after a few minutes!
Liz: Oh, no! That's not fair!

Task 2: "**I pronounce**" The teacher asks the learners to (**Task 9 page 85**).

Task 9 page 85

1.	/tʃ/	/ʃ/
mash	☐	☑
match	☑	☐
watch	☑	☐
wash	☐	☑
chef	☐	☑
chief	☑	☐
ship	☑	☐
chip	☑	☐

2.	/tʃ/	/ʃ/
shoes	☐	☑
choose	☑	☐
chin	☑	☐
shin	☐	☑
which	☑	☐
wish	☐	☑
cash	☐	☑
catch	☑	☐

Use: Task 3: The teacher asks the learners to (**Task 11 page 85**).

Task 11 page 85

Shirley /ʃ/ Richardson /tʃ/ and her husband Charles /tʃ/ Fisher/ʃ/ are a rich /tʃ/ English /ʃ/ couple. They live in **Chi**chester /tʃ/ /tʃ/, a beautiful town about 128 km southwest of London. Shirley is a tall, **ch**arming /tʃ/ blonde who is always **ch**ic /ʃ/ and elegant. Charles is a typical Englishman with his pipe and mousta**ch**e /ʃ/ Shirley is a **ch**emist /k/ and Charles is an ar**ch**itect /k/. **Mich**ael /k/ is their only **ch**ild /tʃ/. He studies psy**ch**iatry /k/ at the University of **Ch**icago /tʃ/, USA. Charles and Shirley have a private Fren**ch** /tʃ/ **ch**ef /ʃ/ who cooks for them. The couple don't drive because they have their own **ch**auffeur /ʃ/. They always spend their winter holiday in their Swiss **ch**alet /ʃ/.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Appendix Six:
Sample of Shadowing Clasroom Lesson (1)

Sequence 03:

Lesson: Initial Situation.

Song titled "healthy food vs. junk food" retrieved from:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rj a&uact=8&ved=2ahUKEwj2zKPi177xAhWQmBQKHV- eBjEQyCkwAHoECAMQAw&url=https%3A%2F%2Fwww.youtube.com%2Fw atch%3Fv%3DfE8lezHs19s&usg=AOvVaw2Xbh3W48iYdOk4_NGupWow

After listening and mimicking the song together and some of them solely, the teacher asked them to classify healthy and unhealthy food.
Task One:
Classify the following words in the table below: **chocolate, eggs, apple chips, cookies, salty fries, pizza, fish, beans, rice,**

Healthy food	Unhealthy food
……………………………………	…………………………………..
……………………………………	……………………………………
……………………………………	……………………………………
……………………………………	…………………………………..

Appendix Seven:
Sample of Classroom Shadowing Lesson (2)

Sequence: 03

Lesson: I Listen and Do

Here is the video used in lesson two in shadowing lessons titled "I listen and do"

https://m.facebook.com/groups/2464330990359919/permalink/2475095759283442/

Task One: I listen and complete the table

Symptoms	Diagnosis	Treatment
…………………................	…………………………..	…………………………..
…………………………….	………………………..	…………………………….
…………………………….	…………………………….	…………………………….
…………………………….	…………………………….	……………………………...

Appendix Eight:
Sample of Shadowing Lesson (3)

https://m.facebook.com/groups/246433099035919/permalink/2475095759283442/

Sequence: 03

Lesson: I practice

      Giving advice using (Should / should not)

Task 01: I help my friend with advice.

Should	Should not
…………………………………………...	………………………………………..
……………………………………….	………………………………………..
………………………………………	…………………………………………

Appendix Nine:
A Sample of Shadowing Lesson (6)

Sequence 03

Lesson: I pronounce /ch/ /sh/ /k/.

https://m.facebook.com/groups/2464330990359919/permalink/2475095759283442/

Task One: classify the following words according to the sound **/ch/, /sh/, /k/**

Fish, chicken, watch, headache, stomach, should, ache, mechanic, children, couch, shoulder, much, English, cheese, chemist, teacher.

[ʃ]	[tʃ]	[k]
………………………………..	…………………………………...	…………………………………
………………………………..	…………………………………...	…………………………………
………………………………….	…………………………………...	…………………………………

ملخص

يعتبر إشراك المتعلمين أو ما يعرف بالتعلم الذاتي مسألة مهمة حيث يصبح المتعلم مشاركا في العملية التعليمية معتمدا على ذاته في الحصول على المعلومات و ليس فقط متلقي لها. حيث لاحظنا أن تلاميذ المتوسطة بشكل عام وطلاب مدارس الريف بشكل خاص يعانون من مشكل فهم اللغة الانجليزية وعدم الانخراط في عملية تعلمها كلغة أجنبية. ونخص بالذكر متوسطة عيسى حسناوي في بلدية الغروس حيث يعانون من الملل اتجاه دراسة اللغة الانجليزية و هذا راجع لعدة عوامل منها نقص المواد والأدوات و العديد من الصعوبات في مهنة التدريس التي يمكن أن تكون حاجزا يمنع نجاح العملية التعليمية علاوة على ذلك فان العديد من تلاميذ السنة الثانية متوسط لا يفضلون الدراسة باستخدام التعليم التقليدي. ولحل مثل هذا المشاكل اقترح هذا البحث تقنية المحاكاة وتبني المدرسين لهذه التقنية في الفصول الدراسية عن طريق وسائل سمعية بصرية لجذب انتباههم وتحفيزهم على الدراسة بشكل ممتع بعبارة أخرى مشاهدة و تقليد بعض المفردات أو الجمل حيث يتمكن التلميذ من فهم الدرس وممارسة اللغة في آن واحد بهذا يصبح معتمدا على نفسه. هذه التقنية تعطي للتلاميذ المجال للقيام بنشاطات مختلفة هدفها فهم محتوى الدرس لذا فان هذه الدراسة تهدف لاستكشاف مواقف الطلبة والمدرسين من تأثير التعلم عن طريق دمج تقنية المحاكاة في الفصل الدراسي على تحفيز تلاميذ مدارس المتوسطة وبشكل خاص مدارس الريف وإشراكهم في تعلم اللغة الانجليزية كلغة أجنبية. كما يهدف إلى إظهار فوائد التعلم عن طريق تقنية المحاكاة في تعزيز اللغة الانجليزية من خلال التحفيز وممارسة اللغة لاكتساب كافة المهارات والتغلب على الخجل بالتالي فإننا نفترض استخدام هذه التقنية في مدارس المتوسطة يمكن أن يعزز الانخراط في تعلم اللغة الانجليزية. اعتمدنا النمط الوصفي في إكمال هذا البحث بإجراء مقابلة مع ستة أساتذة يدرسون في مدارس الريف طور متوسط. إلى جانب ذلك مراقبة للفصول الدراسية و قد تم ذلك بحضور 6 حصص واخبرا استبيان التلاميذ الذي يحتوي على نسخة مترجمة للغة العربية تم تقديمه لفوج يتكون من 20 تلميذا من السنة الثانية متوسط. اظهر تفسير البيانات التي تم الحصول عليها أن تقنية المحاكاة عن طريق تسجيلات سمعية مرئية يمكن أن يعزز مشاركة اللغة الانجليزية لذلك يمكن أن نستنتج أن الفرضية التي اقترحها هذا البحث قد تم التحقق وتأكيدها.