Shadow-Reading Strategy for Developing Saudi English as a Foreign Language University Students' Reading Comprehension

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Abstract

This study was designed to examine the effect of using shadow-reading strategy on developing Saudi English as a Foreign Language (EFL) students' reading comprehension. It was a quasi-experimental study which was based on a one group design.The participants were 40 second level Languages and Translation Department at Arar faculty of education and arts, Northern Border University, Kingdom of Saudi Arabia. They were pre-tested before the treatment by using the Reading Comprehension Test (RCT). They were post-tested after the treatment by using the post-RCT. The researcher taught the participants during the treatment which was based on doing shadow-reading strategy to develop reading comprehension. Difference between the pre-RCT and the post-RCT was calculated by using the t-test. The result showed that a statistically significant difference was found between the pre-RCT and the post-RCT in favor of the post-RCT. The result revealed the effectiveness of using shadow-reading strategy in developing second level students' reading comprehension. Therefore, it can be concluded that shadow-reading strategy helped the participants develop their reading comprehension on the post-RCT. Some recommendations and suggestions for further research were included.

Key words: Shadow-reading strategy, reading comprehension.

المستخلص:

استخدام القراءة بالمحاكاة لتحسين الفهم القرائي لدي دارسات اللغة الانجليزية كلغة أجنبية بالمملكة العربية السعودية

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هدفت الدراسة الحالية إلى فحص اثر استخدام القراءة بالمحاكاة في تحسين الفهم القرائي لدي دارسات اللغة الانجليزية كلغة أجنبية بالمملكة العربية السعودية. تمثلت مجموعة الدراسة من طالبات المستوي الثاني بقسم اللغات والترجمة بكلية التربية والآداب بعرعر بجامعة الحدود الشمالية بالمملكة العربية السعودية. بلغ عدد الطالبات بمجموعة الدراسة ٤٠طالبة. أستخدم المنهج شبه التجريبي بتصميم المجموعة الواحدة. تم إجراء

اختبار قبلي لمجموعة الدراسة باستخدام اختبار الفهم القرائي القبلي. تم تطبيق التجربة بتدريب مجموعة الدراسة علي استخدام القراءة بالمحاكاة في تحسين الفهم القرائي لديهن. بعد انتهاء التجربة تم إجراء اختبار بعدي لمجموعة الدراسة باستخدام اختبار الفهم القرائي البعدي. تم حساب الفروق بين متوسطي درجات اختبار الفهم القرائي القبلي والبعدى باستخدام اختبار (ت). وتم رصد النتائج وتفسيرها وأظهرت النتائج وجود فروق دالة إحصائيا في متوسط الفروق بين اختبار الفهم القرائي القبلي والبعدى لصالح اختبار الفهم القرائي البعدى. تشير النتائج إلى فاعلية استخدام القراءة بالمحاكاة في تحسين الفهم القرائي لدى طالبات قسم اللغات والترجمة بكلية التربية والآداب بعرعر. تضمن البحث مجموعة من التوصيات والمقترحات لبحوث مستقبلية.

الكلمات المفتاحية: القراءة بالمحاكاة– الفهم القرائي

Introduction:

Students of the 21st century must cope with the requirements of modern society represented in developing high literacy levels (Ogle, & Correa-Kovtun, 2010). Reading is an important skill for English as a Foreign Language (EFL) learners for academic success and for professional development (Levine, Ferenz, &Reves 2000). It is also needed for practicing daily life. Comprehension has been regarded as an agent which does a main role in the learning process (Vygotsky, 1978; 1986; 1996). It is connected with higher intellectual utilities involving psychological, social and cultural ones (Vygotsky, 1986; Lantolf & Poehner, 2008).

Comprehension is considered the principle of reading as well as the active process of creating meaning from text (Durkin, 1993). It relies not only on the reader's characteristics such as prior knowledge and working memory, but also on language processes, for instance main reading skills, interpreting, vocabulary, inference, and motivation. Therefore, it needs effective use of strategic processes, such as metacognition and comprehension monitoring. The development of comprehension among learners has received the attention of many Second Language (L2) researchers (e.g., Roebuck, 1998; Kern, 2000; Buck, 2003).

Reading comprehension is regarded as a cognitively demanding skill which includes careful attention, memory, perceptual processes and comprehension processes (Chastain,

1988). It is a complex interaction among spontaneous and intentional cognitive practices which helps the reader make an intellectual illustration of the text (van den Broek & Espin, 2012). It implicates extracting and constructing the meaning of a reading text through interacting and involvement with it (Snow, 2002). It requires from the readers more than their familiarity with vocabulary and knowledge of language rules, rather it necessitates from them the capability to identify factual details, and detect intentions of the texts (Huggins & Edwards, 2011).It is considered one of the most important language skills in learning EFL (Ou, 2006).

Comprehension ability and the strategy which learners use are correlated to a great extent. They affect learners' achievement in L2 achievement (Pani, 2004; Zhang, 2010). Shadow-reading strategy is a classroom activity through which students co-operate in pairs to help each other read texts by using repetition, imitation and summarizing (Guerrero & Commander, 2013).It has emerged as an adjustment of conversational shadowing. Conversational shadowing is a strategy through which listeners participating in a conversation repeat – completely, selectively, or in a modified form – what the speakers in the conversation say (Murphey, 2001) whereas shadow-reading is based on providing a shadower with the chance to practice language of a written text which is delivered by a reader in addition to talking about a written text by creating, elaborating, adopting, and summarizing ideas.

Shadow-reading strategy has been regarded as an instructional method which reveals humans' tendency to repeataloud or silently what speakers say. It has been used asan effective method for promotingoral activities in language classrooms. Lately, shadow-readingstrategy has been used to provide the students with an opportunity to practice summarizing as well as retelling what is being read through pair cooperation at reading classrooms (Murphey, 2001).

Background of the study:

The researcher worked as an associate professor at Languages and Translation Department, Arar faculty of education and arts, Northern Border University (NBU), Kingdom of Saudi Arabia (KSA). She taught English Reading I course to second level students at this department. She noticed that second level students had weaknesses in reading comprehension in spite of the importance of reading comprehension for university students and

although second level students used to exert effort and time and try hard to develop their reading comprehension. Moreover, English Language (EL) instructors of Reading courses at this department complained that their second level students had weaknesses in reading comprehension.

The researcher interviewed 7 EL instructors and discussed their opinions regarding the problem of weaknesses of reading comprehension among their students. The interviewed EL instructors stressed that second level students' weaknesses in reading comprehension could be a result of the unsuitable methods of teaching reading comprehension provided to them by their instructors. Besides, they revealed that areas of weaknesses in reading comprehension among these students involve inability to get and retain the meaning of what they read, identify author's point of view, differentiate one point of view from another, identify relationships among ideas, and draw conclusions from a text.

The researcher checked second level students' scores in reading exams during the first academic term 2015-2016, she found that they had obtained low scores. Furthermore, she interviewed 15 second level students at Languages and Translation Department to explore their opinions concerning the problems they had in reading comprehension. The interviewed students stressed that they have weaknesses in reading comprehension. They revealed that their reading comprehension weaknesses are denoted in their inability to evaluate points of view, infer embedded meaning, recognize bias, distinguish faulty assumptions and identify cause and effect relationships. Furthermore, they pointed out that the weaknesses they had in reading comprehension could be traced back to the in appropriate teaching strategies given to them by their EL instructors for reading comprehension.

The researcher also surveyed previous studies on university students' reading comprehension weaknesses and found that there were numerous studies conducted in KSA on reading comprehension problem among Saudi university students. Examples of such studies were the following (Alsamadani, 2009;Alsamadani, 2011; Al-Nafisah, 2015) because university students in KSA suffer from weaknesses in reading comprehension. Besides, the researcher also found that despite the importance of reading comprehension for university students, enhancing reading comprehension is still a neglected area in non-

western perspectives. And, this could be among the reasons of causing reading comprehension weaknesses among students (Chau, Wu, Chen & Lughmani, 2012).

Problem statement

The pilot studies on second level Languages and Translation Department students' reading comprehension problem revealed that they suffer from weaknesses in reading comprehension. The weaknesses in reading comprehension among them were showed in their inability to identify author's point of view, recognize bias, identify cause and effect relationships, differentiate one point of view from another, identify relationships among ideas, infer embedded meaning and draw conclusions from a text. In order to solve second level Languages and Translation Department students' reading comprehension problem, the researcher carried out this study to examine the effect of using shadow-reading strategy on developing reading comprehension among them.

Question of the study

What is the effectiveness of shadow-reading strategy on developing reading comprehension among second level Languages and Translation Department students?

Hypothesis

There would be a statistically significant difference ($α < 0.05$) in second level Languages and Translation Department students' reading comprehension between thepre- Reading Comprehension Test (RCT)and the post-RCT in favor of the post-RCT.

Purpose of the study

The present study's purpose was to reveal the effect of using shadow-reading strategy on developing reading comprehension among second level Languages and Translation Department students.

Significance of the study

The result of the present study may be significant to Languages and Translation Department students at faculties of education and arts in KSA as it might acknowledge them with a new strategy that could be beneficial for them and help them improve reading

comprehension. It may also be significant to EFL university instructors who teach reading at Languages and Translation Departments because it could offer them a new teaching strategy which could help enhance their students' reading comprehension.

Delimitations of the study

1- This study was carried out at Languages and Translation Department, Arar faculty of education and arts, NBU, KSA because the researcher worked at this department.

2- Second level Languages and Translation Department students at Arar faculty of education and arts because the researcher taught them Reading 1 course.

3- A limited duration for conducting the treatment (11 weeks) as required to train the participants on shadow-reading strategy to enable them to develop reading comprehension.

Variables

The independent variable in the present study is shadow-reading strategy while the dependent variable is second level Languages and Translation Department students' reading comprehension. The operational definitions of these two variables are mentioned below.

Definitions of terms

1.Shadow-reading strategy

The researcher operationally defines shadow-reading strategy as an activity that is based on pair work. It allows pairs to practice language of a written text through repeating, imitating, oral summarizing as well as written retelling to comprehend thewritten text.

2.Reading comprehension

The researcher operationally defines reading comprehension as a process in which the reader's knowledge, involvementwith the text and information from it help her/him construct meaning and develop literal, inferential and evaluative comprehension.

Theoretical framework

Sociocultural theory of learning and reading comprehension

A recent perspective of reading which is based on the sociocultural theory of learning has been revealed (Lantolf& Thorne,2006; Remi& Lawrence, 2012). This theory was founded by the Russian psychologist Vygotsky (1896 - 1943). It perceives reading as a social skill which needs active contribution and effective involvement of learners during practicing of a reading activity (Reza &Mahmood, 2012). The sociocultural theory of learning comprises the following two fundamental theoretical concepts: Scaffolding and Zone of Proximal Development (ZPD).Scaffolding denotes Vygotsky's notion of the social cultural interaction between a more skilled learner and a less skilled learner (Berk&Winsler, 1995).ZPDis regarded as the heart of the concept of scaffolding (Kozulin, 2004; Lantolf& Thorne, 2006; Lantolf& Poehner, 2008; Reza & Mahmoud, 2012). It signifies anessential concept in the sociocultural theory which clarifies teachers' role as facilitators of students' learning (Huong, 2003).

ZPD has been described with two features. The first feature illustrated it as being a measurement of the individual's prospective ability whereas the second feature described it as something that ought to be made by the interactions within the individual's learning knowledge (Kozulin, 2004).The essential characteristic of ZPD from both features is the need for collaboration from another more capable partner. Hence, ZPD stands for what an individual can achieve when collaborates with others versus what she / he could achieve without collaboration with others (Zuengler& Miller, 2006).In Vygotsky'spattern, effective instruction includes the instructor and/or a more able peer performing as a partner to help other peer develop her/his learning. This needs adopting appropriate and stimulating activities which are provided with suitable assistance (Lantolf&Poehner, 2008).

Second Language Acquisition (SLA) has lately implemented Vygotsky's sociocultural theory as an innovative viewpoint to explain in what way learning happens and develops. This approach revealed that sociocultural elements havetaken their way into achieving L2 development. According to this perspective,

language is the central means of mediation and speaking and its improvement isconnected to the social, cultural and linguistic settings and occurs in institutional contexts (Lantolf & Thorne, 2006). The sociocultural theory reveals that the interaction's role within the social and physical surroundings is defined as the most essential element in stimulating cognition (Vygotsky, 1996;Davydov,1997). As for reading comprehension, it is firmly associated with the individual's development of thinking. It occurs when the individual has sufficient knowledge of vocabulary, then she/he selects components to the situationand puts them in order to verify their connectedness for text comprehension (Van den Broek & Espin, 2012).

Benefits of shadow-reading strategy in reading classroom

The socially interactive nature of shadow-reading strategy is a key element that plays an important part in the success of this strategy to be used by students in reading classrooms in order to help them develop their reading comprehension. Shadow-reading strategy allows verbal interaction among students to occur. This verbal interaction leads to the success of shadow-reading strategy because verbal interaction includes "speaking as mediation" in written texts' comprehension (Appel & Lantolf, 1994, p.437).

Shadow-reading strategy allows the reader and the shadower in each pair to perform scaffolding for each other during reading written texts because shadow-reading's nature could enable them get help to understand a written text through asking questions, commenting, correcting each other, providing information, discussion of peers and solving language problems. Therefore, the peer mediated activity could help them comprehend a written text through sharing inferences, elaborations, and conclusions (Commander & Guerrero, 2013).

Oral summarizing is considered as a key element in shadow-reading strategy. It helps in the effectiveness of this strategy for enhancing reading. In it, a student needs to concentrate on the key points of the reading material that she/he listens to. She / He paraphrases, clarifies any confusing parts and ideas and then orally summarizes by using own words the most important information which she/he has comprehended from the text. Thus, this contributes to the success of shadow-reading strategy in developing reading (Guerrero & Commander, 2013).

Written retelling of the text is another useful element in shadow-reading strategy. From it, teachers can find whether students can identify main idea, recognize supporting details, and draw conclusions from the text. Moreover, students can benefit from doing written retelling because it gives them a chance to practice and adopt the language and thus participate in the improvement of learning (Swain, 2000).

Reasons of implementing shadow-reading strategy in reading classrooms

-Users of shadow-reading strategy implement it to be given with multiple chances for hearing, pronouncing, imitating, repeating, summarizing and retelling of the provided text and this could lead them comprehend what they read (Commander & de Guerroro, 2013).

- Meaningful imitation done by the shadowers during doing shadow-reading strategy is also an essential factor which could help in enhancing their comprehension of the words and sentences they imitate (Hurley & Chater, 2005).

- Individuals in each pair use shadow-reading strategy in order to monitor the production of each other, correct when necessary and help each other understand a text and then summarize and express it in their own words (Zakeri, 2014).

- Each pair use shadow-reading strategy in order to promote clever imitation of language and use it to make an effective venue for enhancing paraphrasing and summarizing skills. Through this strategy, they can summarize the text orally during interacting together and throughout the writing of retelling of the text and hence develop language performance (Guerrero & Commander, 2013).

Review of related literature

The usefulness of shadowing in classrooms has been explored in SLA field. Many previous studies were conducted on shadowing but did not deal with its application with reading comprehension (e.g.,Tamai, 2005; Toda & Liu, 2007). They revealed the positive effect of shadowing on different areas of language (Murphey, 2001). Wiltshier's (2007) study showed that

shadowing develops oral reading fluency. Saito,Nagasawa, and Ishikawa (2011) pointed out that shadowing improves listening among students. Zakeri (2014) concluded in a that shadowing has a positive effect on EFL learners' oral performance.

Previous studies about the effect of using shadow-reading strategy on developing reading comprehension among students are still not numerous. Literature reported only 3 studies that were based on exploring the use of show-reading strategy and reading comprehension. No such studies were carried out in KSA to the researcher's knowledge. Guerrero and Commander (2013) designed a study that applied imitation in doing shadow-reading strategy and revealed that imitation was effective in enhancing reading comprehension and retention.

Commander and Guerrero (2013) investigated the impact of shadow-reading strategy in L2 classrooms. The results pointed out that there was a statistically significant difference in immediate and delayed conditions in favor of the shadow-reading strategy group because it performed better than the non shadow-reading strategy group.In Guerrero and Commander (2013) and Commander and Guerrero's (2013) studies, the resultsshowed that collaboration of learners during doing the shadow-reading strategy had a positive impact on their reading comprehension and retention.

Nakanishi and Ueda (2011) carried out a study intended to compare the results of reading of two groups of L2 college students. In it, a group of students completed extensive reading whereas another group of students individually used shadow-reading with extensive reading. The results showed that there was a slight improvement in reading when the group of students implemented shadow-reading strategy with extensive reading. The difference between Nakanishi and Ueda's (2011) study and the present study was that in their study the participants did shadow-reading individually while in the present study the participants did shadow-reading in pairs.

Research design

The present study is a quasi-experimental design which was based on a one group design. The researcher pre-tested the participants by using the RCT to assess their reading comprehension level before the treatment. She arranged the setting of the chairs in the classroom to let each pair of students sit

facing each other as this would facilitate practicing of shadow-reading strategy by each pair. The classroom was supplied with enough chairs and it was wide enough for the sitting of the participants in pairs. The researcher allowed the participants to arrange themselves into pairs according to their desires and interests. In each pair, one student is the reader while the other student is the shadower to practice an activity and then, they had to exchange their roles to practice another activity. She trained them to do shadow-reading as a reading comprehension strategy during all the treatment for the purpose of helping them develop their reading comprehension. By the end of the treatment, the researcher post-tested the participants by using the RCT to assess their reading comprehension.

Participants

The participants were 40 second level Languages and Translation Department female students at Arar faculty of education and arts. Their ages ranged from 20-22 years. They were all Saudis. They were all born of Saudi parents and were born, raised and lived in KSA. They all had a similar linguistic background as they spent about 12 years in learning EFL. They formed one class which the researcher had randomly chosen from the list of second level classes at Languages and Translation Department. They were all studying Reading 1 course during this term of carrying out the treatment of the present study. All of the participants indicated that they had not any experience with practicing shadow-reading strategy and they did not receive any training on doing shadow-reading before the treatment. The researcher was responsible of teaching them throughout all the training sessions of shadow-reading strategy.

Instrument

Reading Comprehension Test (RCT) (See the Appendix)

The researcher designed a Reading Comprehension Test (RCT) (See the Appendix) to be used as a pre-, post-test to assess the participants' reading comprehension before and after the treatment. To design the RCT, the researcher discussed with a jury of 7 judges, professors of curriculum and TEFL instruction at some faculties of education and arts in KSA the most important reading comprehension skills suitable for second levelLanguages and Translation Department students. All of them stressed that the most important reading comprehension skills for second level

students are as follows: Identifying main idea, guessing meaning from context, identifying relationships among ideas, recognizing bias, distinguishing faulty assumptions, identifying cause and effect relationships, evaluating points of view,and drawing conclusions from a text. The researcher depended on thesereading comprehension skills mentioned by the jury members in designing the RCT.

The RCT consisted of 3 reading texts with 5 multiple choice questions for each text. The researcher piloted the RCT by submitting it to a pilot sample of 21 second level Languages and Translation Department students who are not included in the participants of the present study. The pilot sample indicated that the reading texts and the questions of the RCT are understandable and clear to them. They also pointed out that the directions of the RCT are obvious. The researcher found that the time of the RCT was 90 minutes.

In order to validate the RCT, the researcher submitted it to the same jury members who revealed that the RCT was suitable for assessing the participants' reading comprehension. They also indicated that the RCT and its questions and directions were clear, free of mistakes and suitable for assessing the participants' reading comprehension.

To assess the RCT's reliability, the researcher used the test/retest method as she applied the RCT on a pilot sample of 23 second level Languages and Translation Department students who are not included in the present study's participants. Then, she applied the RCT on the same pilot sample after a 15 days time span. Pearson's coefficient of correlation between the two administrations was 0.83. Therefore, the RCT was found to achieve a high degree of reliability.

Materials

- **Training sessions of conducting shadow-reading strategy**

The researcher designed training sessions intended for conducting shadow-reading strategy. She depended on Vygotsky 's social cultural theory for designing them. They were intended with the purpose of using them in training the participants on doing shadow-reading strategy to develop their reading comprehension. The researcher administrated these sessions to

the same jury members in order to validate them and reveal their opinions regarding their suitability for the participants. The jury members pointed out the appropriateness of these sessions for theparticipants of the present study. They also agreed that the deigned sessions and phases were appropriate to the participants' linguistic level and age and stressed that they were also easy, applicable and teachable. They indicated that the organization of the training sessions, the steps, tasks and activities are also suitable for the participants of the present study.

- ## Selected reading materials fordoing shadow-reading strategy

The researcher selected 10 short stories from the Internet. They were intended to be used for doing shadow-reading strategy by the participants during the treatment in the present study. Each short story consisted of 2 parts and each part comprised 2 paragraphs. All of the parts and paragraphs of the selected short stories were of reasonable and similar length as well as similar and reasonable difficulty level as to vocabulary and grammar. The researcher submitted the selected short stories to a the same jury members in order to give their opinions regarding their suitability for the participants of the present study. The jury members asserted that the selected short stories are suitable for the participants' linguistic level because they include known vocabulary which they can easily comprehend and the syntax of the stories is also appropriate to them. They also pointed out that the parts of the selected short stories are of reasonable and similar length and of suitable structure to them.

Treatment

The treatment of the present study is based on the frame of Vogotsky's sociocultural theory. It involves two sections. The first section is about training sessions for preparing the participants on implementing shadow-reading strategy in classroom while the second section is about procedures for actual implementing of shadow-reading strategy in classroom.

First section: Training sessions for preparing the participants on implementing shadow-reading strategy in classroom

The following section comprised a description of the training sessions for preparing the participants on implementing shadow-reading strategy in classroom. They include the following: Introduction to shadow-reading strategy session, chunking of long sentences session, chunking of short paragraphs session, shadow-reading of short sentences session, and shadow-reading of longer connected discourse session. The researcher provided the participants with printed materials which she had prepared for introducing the instructions of shadow-reading strategy training sessions to help them comprehend the sessions. The printed materials also include examples of sentences and short paragraphs to help them in practicing the training sessions. A detailed description of the sessions of the first section are provided in the following part:

-Introduction to shadow-reading strategy session

In this session, the researcher explained the concept of shadow-reading to the participants. She also described to them the importance of practicing shadow-reading strategy and reasons of implementing shadow-reading strategy in reading classrooms. Moreover, she discussed with them the importance of developing their reading comprehension in EL. She informed them that she would train them on conducting complete shadowing, selective shadowing, summarizing and retelling. She explained to them that in practicing shadow-reading strategy, students have to work in pairs, one student as the reader while the other student is the shadower and then they should exchange their roles. She clarified to them the role of the reader and the role of the shadower during doing shadow-reading strategy. She told them that individuals in each pair can ask each other questions and they can also illustrate meanings to each other when needed at any time throughout doing the steps of shadow-reading strategy sessions.

-Chunking of long sentences session

In this session, the researcher told the participants that the first important step for them is to develop their ability to chunk long sentences into comprehensible shorter parts. She explained to them how to do chunking of long sentences. She showedthem

examples of chunking long sentences. Then, she trained them on chunking of long sentences into understandable shorter fragments. Then, she gave them an opportunity to practice chunking of some long sentences that she had provided to them in the printed materials. She checked each participant's chucking of long sentences giving her instructions to enhance her chunking.

-Chunking of short paragraphs session

This session was intended to develop the participants' oral reading fluency of short paragraphs. To accomplish this task, the researcher gave examples of chunking first with simple short paragraphs and then gradually modeled more difficult examples. This was done as she initially chose a simple, short paragraph from the participants' English Reading I textbook. She practiced chunking of the chosen short paragraph to the participants for 5 times to show to them proper pronunciation, intonation, and pausing while they were listening silently and attentively to her looking at the written paragraph with them. Then, she asked them to repeat after her the short paragraph with the chunked parts following her in the same way of doing chunking. When the researcher became sure that the participants knew how to do chunking correctly, she gave them chances to individually read the same paragraph by using the same chunking practice. The researcher also checked each individual's chunking and gave advice to each student in order to improve her own chunking. Then, she allowed all the participants to allocate themselves into pairs according to their proficiency level, desires and interests in working together. She arranged the participants of each pair to sit facing each other. She encouraged each pair to practice chunking as one participant had to orally practice doing chunking the short paragraph to her peer who had to listen to her. After that, the participants in each pair were asked to exchange roles for further oral practice of chunking of the short paragraph. Later, she trained the participants on practicing chunking of longer and more difficult texts from the same English textbook. The researcher facilitated each pair's practice of this session by giving instructions to each pair when needed to improve their performance.

-Shadow-reading of short sentences session

In this session, the researcher presented to the participants Murphey's (2000) video of shadowing and summarizing. She told them that this video was intended to provide them with a theoretical background of the rationale that supports shadow-reading strategy. The researcher gave them enough time to watch the video in classroom. Immediately after they had watched the video, she discussed it with them. She also discussed with them how to shadow-reading short sentences by using various ways such as shadowing by using complete form, selective form, out loud tone and silent progression. Then, the researcher provided the participants with many examples of short sentences by using shadow-reading strategy whereas they listened to her carefully noticing the various ways to do shadow-reading strategy. Furthermore, the researcher trained the participants on using correct 1st and 2nd person reference when an individual repeated other pair's words. Then, she asked them to work in pairs as the reader should read a short sentence which the researcher had selected and use complete form, selective form, out loud tone and silent progression in reading whereas the shadower should repeat following the same mode of the reader. Then, she encouraged each pair to exchange roles and use various ways of doing shadow-reading for similar sentences.

-Shadow-reading of longer connected discourse session

To conduct this session, the researcher selected a short story from Students' English Reading I textbook. The short story which she had selected was divided into 2 parts of equal length. Each part of the two parts in the short story was organized in short paragraphs of equal length and similar difficulty level. The researcher considered the vocabulary and grammar in the selected short story to be suitable for the students' linguistic level and age. She put the short story in print form and gave copies of it to the participants to use it in order to follow her during carrying out this session. She trained the participants on shadow-reading a paragraph by a paragraph of the first part of the short story following the complete and selective modes in the three way shadowing progression. She also trained them on how to orally summarize a paragraph by using their own words concentrating on paragraph's meaning and its important ideas and how to provide an oral summary of the first part of the short story. Then, the researcher encouraged the participants to work in pairs as the

reader read the first paragraph of the second part of the short story by using the same modes in the same shadowing progression as was done by the researcher whereas the shadower listened and then did the same as the reader. After that, they were asked to exchange roles to do the same with the second paragraph of the second part of the story. The researcher also gave each pair the opportunity to orally summarize the second part of the short story.

Second section: Procedures for actual implementing of shadow-reading strategy in classroom

Therese archer informed the participants that the second section comprises a description of the procedures for actual implementing of shadow-reading strategy in classroom. She also told them that this section consists of two phases: An interactional phase and a non-interactional phase. Therese archer introduced the procedures of these two phases to the participants immediately after they had the training sessions of preparing them to do shadow-reading strategy. The steps of each phase are provided in the following part.

-Interactional phase

In this phase, theresearcher provided the participants in each pair with a printed form of a short story asking them to individually and silently read it in 10 minutes. When the individuals in each pair had finished reading the short story individually, the researcher asked them to work in pairs. She informed each pair that the reader has to keep the written short story with her to read the first part aloud using the complete and selective modes in the three way shadowing progression to the shadower who should listen carefully and then repeat each sentence 3 times by using out loud, in low voice, and silently. The participants were reminded that in case of need for help they can speak together to ask questions and comment on each other during this phase. Besides, the shadower shadowed each sentence selectively saying the most important information in it. Then, the reader read aloud the entire paragraph whereas the shadower listened carefully concentrating on the important information to orally summarize it. Then, the shadower orally summarized the first part of the short story. After that, the participants in each pair were encouraged to exchange roles in order to conduct the same procedures with the second part of the short story.

-Non-interactional phase

As soon as the participants in each pair had finished summarizing their short story orally, the researcher asked them to individually write in English what they remember from the short story. After a span of 15 days, the researcher asked them to write in English a second recall of the story. At the end, the researcher provided each participant with a reflective sheet to indicate her own reactions regarding shadow-reading strategy.

Result

The researcherused paired-samples t-test in order to test the difference between the means of scores of the participants on the pre-RCT and post-RCT. The difference was statistically significant (t = 35.86, p< 0.05). This result is presented in Table 1. The effect size for the difference was estimated by using Cohen's (1988) formula. The effect size was 1.43 which is considered high.

Table 1. Paired-samples t-test of the difference between the means of the participants' scores on the pre-RCT and the post-RCT

	Paired Differences Mean	Std. Deviation	Std. Error Mean	t	df	Probability
Post-RCT Pre-RCT	8.40	1.48	0.23	35.86	39	Significant

Discussion

The results of the present study revealed that shadow-reading strategy helped develop reading comprehension among the participants, second level Languages and Translation Department students. They also showed that shadow-reading strategy helped the participants take control of their own understanding of the provided texts and therefore they developed reading comprehension. One of the reasons of this improvement in reading comprehension among the participants is that the practice of shadow-readingstrategy included repetition which according to Murphey (2001, p. 4) stimulates "language learning and goes beyond the mere echoing of input material." Another reason for reading comprehension improvement among the participants might be the meaningful imitation done by them in the procedures of doing the shadow-reading strategy in the present study enabled them to practice pronunciation, and

intonation of the repeated segments and this helped them comprehend what is uttered and led them to develop their reading comprehension. Moreover, shadow-reading strategy gave the participants the opportunity to summarize and retell what was uttered, and hence they transformed and extended models to new contexts. This is because engaging in pair work activities of shadow-reading strategy makes language performance a creative independent one and mediate the mechanism of comprehension among the participants (Murphey, 2001).

Shadow-reading strategy supported Vygotsky's sociocultural theory because the ZPD of it to do meaningful repetition could facilitate the relationship between the actual and possible ability of the learners. The results of the present study are in line with the results revealed by Pani (2004) and Zhang (2010) which indicated that comprehension capability and the strategy applied to develop comprehension are related to a great extent. There fore, the present study's results showed that shadow-reading strategy proved to be an effective agent for facilitating the relationship between the ZPD and reading comprehension and this led to enhance reading comprehension among the participants. The results of the present study also support findings revealed by Chau, Wu, Chen and Lughmani's (2012) study that practicing shadow-reading strategy in combination with motivation and proficiency led to the improvement of learners' reading comprehension.

The present study's participants assured that shadow-reading strategy provided them with an environment which was co-operative, interactive and attractive. And, this environment proved to be of interest to them and hence led them to comprehend what they read and as a result they developed reading comprehension. They also asserted that practicing of shadow-reading strategy through repetition, imitation, summarizing, and retelling of a text made reading an effective and interesting process done in a collaborative atmosphere and hence it helped them develop their reading comprehension.

Conclusion

Based on the result of the present study, it can be concluded that shadow-reading strategy developed reading comprehension among the participants. Hence, shadow-reading strategy can be implemented by EL instructors at Saudi universities in enhancing their EFL students' reading comprehension.

Recommendations

Based on the present study's results, the researcher presents the following recommendations:

- Using shadow-reading strategy for enhancing reading comprehension among EFL learners of different EL proficiency levels and ages.
- Training programs should be provided to EL university instructors on how to apply shadow-reading strategy in their classrooms to help their students develop their reading comprehension.
- Text book writers and curriculum developers have to include activities based on applying shadow-reading strategy in reading classrooms to enhance reading comprehension among EFL university students.
- Published handouts should be provided to EL university instructors on how they can use shadow-reading strategy in their classrooms for developing their students' reading comprehension.

Suggestions for further research

The researcher suggests carrying out the following studies:

- A replication of the present study with texts of longer length and with texts of different types for more generalization of the results.
- Investigating second level Languages and Translation Department students' attitudes towards using shadow-reading strategy for developing their reading comprehension.
- Studying the impact of using shadow-reading strategy on reducing second level Languages and Translation Department students' reading comprehension anxiety.

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