

The Effects of Shadowing Technique on Boosting First Year Students' Listening Comprehension

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ABSTRACT

Although listening is a fundamental language skill among the other language skills for foreign language learners, students frequently face challenges in understanding spoken language, making it difficult for them to develop their listening skills, and often struggle with listening comprehension. Effective listening comprehension facilitates the development of language. To help students overcome these challenges and improve their listening comprehension, these issues must be recognized, and effective listening techniques must be implemented. The study aims to show how the shadowing technique helps students' English listening comprehension. This research was employed as an experimental study with a non-equivalent control group design. Purposive Random sampling was selected and used, consisting of 20 fresher students who are taught listening comprehension using the shadowing technique in the English Department- College of Education- Salahaddin University-Erbil for the academic year 2023-2024,. The students were divided into two groups: control and experimental. Data was collected via pre- and post-multiple-choice tests and audios of listening materials. Descriptive and T-test analyses were used to understand learning methods and outcomes. The study concluded that shadowing is an effective technique for teachers to use in the classroom. With this technique, students become more comfortable with using longer or more challenging audio clips and repeating the process to boost their skill in listening. Besides, regular incorporating shadowing into listening comprehension helps students become more confident and fluent in the listening skill.

KEYWORDS: Listening Comprehension, Listening Skill, Shadowing Technique, Effect, Boost

1. ¹ INTRODUCTION

Listening skill is essential for mastering the subject matter and understanding lectures in the target language. Learners must identify and prioritize significant materials for efficient compilation in oral and written forms for future reference (Tresnadewi, 1994). Thus, comprehending input is essential for all learning, including language acquisition. Listening is a fundamental language skill. That is why, many students often struggle with it. According to Hasan (2000), effective listening comprehension facilitates the development of language skills (p.138). Language is a system for expressing ideas and emotions through sounds, gestures, signs, or written marks (Dashtestani, 2013; Karimi & Sanavi, 2014). It involves combining words in spoken and written forms to create meaning for

a specific group of people. In the current era of growing globalization, the importance of communication is increasing (Coffelt et al., 2019; Haji et al., 2017). Progress in science and technology has greatly enhanced opportunities for global communication (Voorhees & Vorobel, 2021). As a global language, English is essential to master in this era e (Gjems, 2013; Khotimah et al., 2019; Muhammed, 2014), as it is widely used across the world (Chen et al., 2019; Liang et al., 2011). The prominence of English during the Industrial Revolution highlights its importance in education, equipping students with the skills needed for success in the workplace (Naghdipour, 2021; Tanihardjo, 2016). Majority of students find English difficult and approach it with anxiety (Karimi & Sanavi, 2014; Le & Miller, 2020; Alam and Lestari, 2020; Rosmiati, 2020). This highlights the importance for students to focus on their listening abilities. This study addresses a critical

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gap in research regarding effective strategies for teaching listening comprehension to first-year English students at Salahaddin University's College of Education. Specifically, it examines the impact of the shadowing technique, a method where students listen to spoken language and immediately repeat it to enhance listening skills. Therefore the current study addresses the following research question: "Does the shadowing technique boost students' listening comprehension skills? By incorporating this technique into language learning, students can become more comfortable with challenging audio materials, improve their comprehension, and gain confidence in their listening abilities.

2. LITERATURE REVIEW

2.1 Previous Studies

Shadowing techniques are used in lots of studies to enhance communication skills. There is several research on shadowing techniques carried out by Indonesian researchers with Indonesian students, such as Zuhriyah (2016), Ulfa and Fatimah (2019), Agustinus et al. (2019), Salim et al. (2020), Sugiarto et al. (2020), Ekayati (2020), Junipisa and Aristana (2021), Utami and Morganna (2022), Leonisa and Kirana (2022), and Ardana et al. (2023). In 2016, Zuhriyah investigated using shadowing to improve students' listening. The researcher used specific activities to apply shadowing in the listening class. The study showed results of a notable development in students' listening skills because of the higher mean score. In 2019, Agustinus et al. chose 43 participants who were students at an Indonesian polytechnic institute and they were trained by implementing shadowing techniques. The findings revealed that students preferred specific steps in practicing listening, such as initial listening, reading, and shadowing methods like synchronized or prosody shadowing. The study's findings showed that students' vocabulary and pronunciation had improved. In the same year, 2019, Ulfa and Fatimah applied the shadowing techniques inside the classroom to see if it affected students' pronunciation. They meticulously applied some steps; the students engaged in dialogues, they did exercises using group shadowing, and ended in an assessment. They concluded that the application of shadowing techniques can solve the problem of monotonous teaching techniques and foster pronunciation skills as well as motivation among students.

In the same context, Salim (2020) and Sugiarto et al. (2020) conducted experimental studies using control and experimental groups. Both studies showed the effect of shadowing in enhancing the listening of students. The researchers Junipisa and Ekayati (2020) focused on the use of shadowing techniques on listening abilities in word recognition. They concluded that the shadowing

technique is important for enhancing listening skills, specifically word recognition. Another study by Aristanas (2021) revealed significant improvements in students' listening abilities and the creation of a supportive learning environment through the use of shadowing techniques. In 2022, Utami and Morganna researched applying this technique to encourage better pronunciation among 25 ninth-grade students. The technique that they used had ten stages. The study concluded that shadowing is great for improving English listening skills. Using quasi-experimental designs, another study was conducted by Leonisa and Kirana (2022) and Ardana et al. (2023). They did pre-and post-tests to assess the improvement of students' pronunciation. Another experimental study by Binarkaheni and Dewangga (2024) with students at Polytechnique Jember utilizing the shadowing technique for better listening comprehension. The mean score of the experimental group revealed the effectiveness of this shadowing technique in enhancing listening skills.

Hamada is one of the Japanese researchers who conducted many studies on the shadowing technique. Hamada's (2012) study focuses on the use of shadowing for enhancing learners' listening comprehension at all language levels. In 2015, Hamada investigated 43 Japanese learners of English and his conclusion revealed the specific impact of the shadowing technique on lower-proficiency English language learners to become better listeners. In a separate work, Hamada (2016) provided an in-depth examination of shadowing for listening skill development. He clearly explains the distinctiveness of shadowing from other similar techniques for encouraging listening skills among learners. Furthermore, in a review article published by Hamada (2019), the previous studies about shadowing techniques for better listening and speaking among EFL learners were discussed. He emphasizes using this technique for beginner-level learners. Their study shows a comprehensive guide for instructors looking to incorporate shadowing into their teaching. Not only Indonesian researchers and Hamada conducted studies about the shadowing technique, but researchers from other places around the world also wrote about it.

Researchers from Korea, Vietnam, and Palestine also conducted studies about using the shadowing technique. In the context of Korea, Chung (2010) researched the impact of shadowing on Korean students and found that combining listening with shadowing positively impacted second-language listening abilities. Although there was no significant improvement in speaking skills, shadowing increased students' self-confidence in using English and their perception of shadowing as beneficial for their development of English speaking skills. Oanh and Tri (2019) investigated the effectiveness of using shadowing techniques to promote phonological

awareness among young Vietnamese English learners. The study involved 40 5th-grade students with language proficiency ranging from A1 to A2. Data was collected through interviews, surveys, and classroom portfolios. The study revealed that observational strategies improved phonological correctness, confidence, and fluency in everyday conversation. In a separate setting, Zaidan (2021) investigated the effectiveness of using the observation technique to teach speaking skills to Palestinian EFL students. The study demonstrated that shadowing was effective in improving both speaking and listening skills if it is used correctly. The reviewed studies highlight the importance of shadowing as a useful strategy for enhancing learners' listening skills and continuously confirm its effectiveness in helping learners pronounce English more correctly. When looking for new and creative ways to teach English, the shadowing technique is a valuable resource. Fostering English proficiency as an international language can be made much more achievable by incorporating shadowing techniques into language teaching methods.

2. 1 The Challenges and Importance of Listening Comprehension

Students' struggle with understanding spoken language in foreign language learning hinders their improvement in listening comprehension. Teachers must recognize these challenges and implement effective listening strategies to help students overcome these barriers and improve their listening skills. Researching the listening comprehension difficulties that students face is essential for selecting appropriate and efficient teaching methods. Coakley and Wolvin (1997) emphasize that listening is vital for students' academic development. Ferris and Tagg (1996) and Ferris (1998) state that listening comprehension is crucial to academic success. Studies indicate that strong listening skills are more important for academic achievement than other skills (Coakley & Wolvin, 1997). Given that listening comprehension is a fundamental learning strategy at all academic levels, it is essential for students to develop this skill. However, EFL students face challenges in listening due to the emphasis on vocabulary, reading, and grammar in schools. Listening and speaking skills are often neglected in the curriculum, receiving minimal attention from teachers during lesson planning. There is often an assumption that language acquisition, including listening, will occur naturally as part of the learning process. According to Persulesy (1988), one reason listening is often overlooked by language teachers is the belief that this skill can be acquired through self-learning. Furthermore, a lot of students have trouble writing down what they hear, frequently missing the key points and illustrative details in the audio. The message remains unclear due to unfamiliar vocabulary and new topics, making it difficult

for them to answer questions. In addition to having trouble spelling new words, the majority of students do not regularly listen to English audio spoken by native speakers at home. Underwood (1989) identified several obstacles to listening comprehension for learners, including:

First, the lack of effective listening strategies prevents them from fully engaging in the listening process. Instead of actively predicting, summarizing, or monitoring their understanding, they rely on passive listening or basic decoding, which limits their ability to grasp meaning. Second, information overload can overwhelm students, especially when dealing with long or complex listening passages. This makes it difficult for them to prioritize, process, and recall key information. Their struggle is further intensified by limited vocabulary, making it hard to understand jargon, idiomatic expressions, or entire sentences in recordings. Additionally, pronunciation and intonation differences among speakers add another layer of difficulty. Variations in accent, rhythm, stress, and tone can hinder students from recognizing words and interpreting meaning correctly. These challenges often lead to frustration and boredom, making it even harder for learners to improve their listening skills.

Moreover, acquiring proficient listening skills in English is a significant challenge for foreign language learners. Therefore, English educators must thoroughly understand current methodologies for developing listening comprehension. Listening comprehension is a cognitive process that involves understanding the content and meaning of spoken language, including phonetics, vocabulary, and syntax, and interpreting the speaker's message. In our daily communication, we primarily engage in listening rather than reading. Listening allows us to perceive and interpret others' verbal communication, making active listening essential in the communication process. Research indicates that most students are poor listeners. It is the primary means by which individuals acquire their education in a significant amount of information and understanding of global affairs. Given that a substantial amount of communication today is oral, learners must be taught effective and analytical listening skills. The outcomes of numerous studies highlight two key aspects of listening: first, listening skills are as essential as speaking abilities, as face-to-face interaction requires both. Second, listening is inherently reciprocal in many situations and cannot be practiced in the same way as speaking, particularly regarding pronunciation, due to the unpredictability of auditory stimuli (Anderson and Lynch, 1988). According to Vandergrift (2002), interactional listening typically addresses participants' social needs, such as in casual conversations or in small talk, and is highly context-dependent, involving a reciprocal exchange of information. In contrast, transactional listening is used

mainly to convey information, such as in news broadcasts and presentations. This type of listening requires a thorough understanding of a message without the opportunity for clarification with the speaker, unlike interactional listening.

2.3 Shadowing Technique

Shadowing is a technique of language learning where students listen to a spoken text and try to repeat it out loud as quickly as possible, like an echo. Shadowing is a method to boost pronunciation, listening, and fluency skills (Lambert, 2008). It requires immediately repeating what is heard after listening to an audio recording in the target language, and paying close attention to the text's proper pronunciation, meaning, and imagery (Chiu et al., 2020; Tum and Kunt, 2021). By closely imitating native speakers, students can learn the natural flow of the language, including pronunciation, intonation, and rhythm. This technique strengthens listening comprehension and speaking fluency through active participation and repetition, which provides immediate feedback and reinforces accurate language use. Using observation, students hear a sound and repeat it as quickly as possible without hesitation, focusing on clarity and accuracy (Wardhana, 2018).

This method develops not only listening and pronunciation skills, but also cognitive skills. Shadowing is a technique where you listen to spoken English and repeat it immediately. This helps improve fluency, listening, and pronunciation (Lambert, 2008). Focusing on correct pronunciation, meaning, and imagery of the text, it involves instantly repeating what is heard after listening to an audio recording in the target language (Tum & Kunt, 2021). Students can learn the natural flow of the language, including rhythm, intonation, and pronunciation, by closely imitating native speakers. Through active engagement and repetition, this method improves speaking fluency and listening comprehension. This approach improves cognitive skills in addition to listening and speaking. Effective teaching and learning activities can be developed by teachers through observation (Barsih, 2016; Wicaksono et al., 2020). For example, students can put on headphones, listen to an audio recording, and then repeat it (Omar & Umehara, 2012). The three main elements of the observation approach include understanding the meaning of the text, correct pronunciation of words, and visualizing the text (Chiu et al., 2020; Tum & Kunt, 2021).

Imitating speech, body language, and facial expressions help improve communication. Research shows that watching and copying others make pronunciation and speaking skills better (Liu & Bray, 2020; Gibbs & Hilburn, 2021). In the digital age, innovative methods, such as shadowing are essential for teaching English (Alilatah & Widyantoro, 2019). Teachers play a key role as mentors

and motivators using effective techniques to improve students' language skills (Kaplan, 2018; Tjakradidjaja et al., 2016). It is vital to employ effective English teaching strategies. The four primary components of English language proficiency are listening, speaking, reading, and writing (Karimi & Sanavi, 2014; Le & Miller, 2020). One of the most crucial skills for learning a language is listening (Amiryousefi & Tavakoli, 2011; Nakanishi et al., 2019).

For English learners, listening is, therefore, a crucial skill. There are various approaches and strategies for learning English (Azar & Nasiri, 2014). Shadowing is one method that can enhance interpretation abilities (Liu & Sammons, 2021; J. Liu & Bray, 2020). This technique has three stages: (a) pronouncing words correctly while having listening text, (b) knowing the text's meaning, and (c) mimicking the text by visualizing it (Chiu et al., 2020; Tum & Kunt, 2021). This technique emphasizes learning a foreign language via facial expressions, body language, and speech imitation.

3. METHODOLOGY

The study's research question is: "Does the shadowing technique boost students' listening comprehension skills? The researchers utilized an experimental research design during the "pronunciation and listening comprehension" courses for one semester about 7 weeks. According to Ramadhan and Allo (2021), when there are two or more groups on one or more measures, experimental research is used. One variable is changed in these designs to test if it impacts another variable. This study employed a nonequivalent control group design. To evaluate the students' pronunciation abilities before the intervention, a pre-test (Appendix A), and a post-test (Appendix B) were conducted to assess the students' abilities following the intervention. The subjects were divided into 2 groups: the control group received traditional teaching with no shadowing, while the experimental group was exposed to the shadowing.

At the start of the lesson, the lecturer prepares a lesson plan that includes activities and materials for teaching pronunciation and listening comprehension. Observation sheets and tests are given to the students. First, the lecturer introduces the listening material. The students are then divided into small groups and asked to predict what the recordings will be about (pre-listening activity). They listen to the material using audio or audiovisual tools and complete a worksheet related to what they hear (while-listening task). Afterward, students return to their groups to discuss and share their thoughts on the material (post-listening task). The lecturer observes how the students participate in the discussions and how focused they are during the listening activities. The lecturer collects the completed worksheets, scores them, and then discusses the students' progress based on their results.

This process shows how the lecturer presented the material, how students responded, and how they performed on the test, including the post-test. Browns (2004) claims that tests examine students' abilities, knowledge, and performance in a certain domain; the researchers used tests to collect data. Pronunciation and listening comprehension were assessed using multiple-choice questions in both the pre-and post-tests.

The study used multiple-choice recordings of words, phrases, and sentences from Roach's (1999) book. There are 25 items in the pretest and 25 in the posttest, in addition to a listening passage. The audio recordings and sample texts were employed to practice the shadowing technique. The listening multiple-choice test helped determine students' ability to distinguish sounds and anything related to listening skills. Data collection included the scores of both pre-test and post-tests from the control and experimental groups (appendix C). The results were statistically analyzed by both descriptive and inferential techniques. Improvement in the production of correct words and sentences was measured using a percentage count, mean score, and statistically significant difference which measure central tendency. For ensuring the validity of both tests, the initial and final forms have been given to a group of specialists in EFL as jury members. They had kindly been requested to delete, add, or modify any inconvenient item. The researchers gained the approval of the jury that the test was valid. As for the test reliability, the reliability of the post-test was calculated by KR20 and the Split-half coefficient technique which was (0.81) indicates that the reliability of the test was high and strong.

The participants of this research were 20 first-year students of the English department at Salahaddin University-Erbil, College of Education, for the academic year 2023-2024. These participants were chosen to undergo the study on the effective role of shadowing in boosting English listening comprehension. First, the recordings were played once, and students listened carefully. Then, they all repeated it together: afterward, the audio was played again, but students repeated it aloud immediately after each sentence or phrase they heard. They were encouraged to match the speakers' speed and intonation. Later, the recordings were played for the third time and students were divided into pairs or small groups to practice shadowing the audio together. They listened, mumbled, and shadowed the recording while they were listening to the text. Also, they took turns being the speaker and the shadower.

4. RESULTS

The results of the independent sample t-test are shown in the following table. It shows the t-value, the "df" value, the p-value, the mean difference, and the SE. The pre-test

has a "t" value of 0.195, and the post-test t-value score is 8.546 after the shadowing technique intervention. The degree of freedom which is presented by the "df" value is 37.990 for the pre-test and 37.028 for the post-test. The significant part of this test is the p-value and it is 0.846 for the pre-test, while it is 0.001 for the post-test. A p-value of 0.001 for a Welch t-test indicates the effectiveness of the intervention which is regarded as strong evidence against the null hypothesis. The mean difference for the pre-test is 0.100 and for the post-test is 5.200. The last column of the table shows the standard error of the pre-test 0.512, and of the post-test, as 0.608. The post-test p-value at 0.001 strongly suggests that the null hypothesis is wrong. It also strongly implies that the shadowing technique intervention is effective. Since the shadowing technique was expected to cause unequal variances between the two groups, the researchers decided to use Welch's t-test. Welch's t-test provides accurate results and is a safer option. The low p-value (0.001) led to the rejection of the null hypothesis. This demonstrates the substantial difference between the two groups' means and the unequal variance between them, which explains why Welch's test—which is reliable and flexible—is used. Welch's t-test is frequently advised as the preferred t-test unless you have compelling evidence that the variances are equal.

Table 1
Independent Samples T-Test

	T	Df	P	Mean Difference	SE Difference
Pre-Test	-0.195	37.990	0.846	-0.100	0.512
Post-Test	-8.546	37.028	< .001	-5.200	0.608

Note. Welch's t-test.

To clearly show the mean, standard deviation, and coefficient of variation, the following table presents descriptive statistics of the two groups' pre- and post-tests. The table shows that there are 20 students from each group for both pre-and post-tests. The experimental group is the second group, and the control group is the first. The mean for group 1 is 12.350 and for group 2 is 12.450 in the pre-test. The mean for group 1 is 15.250 and 20.450 for group 2 in the post-test. This explains in detail why the two groups' post-test means differed significantly. The standard deviation for group 1 is 1.631 and 1.605 for group 2 in the pre-test while it is 2.074 for group 1 and 1.761 for group 2 in the post-test. The coefficient of variation of the pre-test for group 1 is 0.132 and 0.129 for group 2 while the coefficient variation of the post-test for group 1 but it is 0.086 for group 2.

Table 2:
Descriptive Statistics of the Two Tests

	Group	N	Mean	SD	SE	Coefficient of variation
Pre-Test	1	20	12.350	1.631	0.365	0.132
	2	20	12.450	1.605	0.359	0.129
Post-Test	1	20	15.250	2.074	0.464	0.136
	2	20	20.450	1.761	0.394	0.086

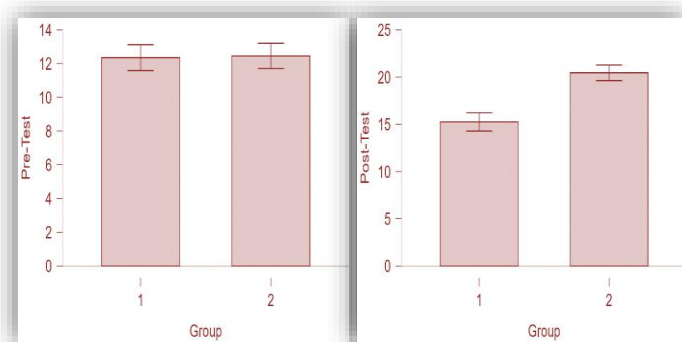


Figure 1: Descriptive Bar Plots of Pre-Test and Post-Test

The descriptive bar plots of the control and experimental groups' pre- and post-tests are shown in the above figure. The comparison of the two groups in the pre-test shows no difference in test results (mean 12) while the comparison of the two groups for the post-test shows a huge difference between the groups as the experimental group got higher results (mean 15 & mean 20).

5. DISCUSSION

The study focused on implementing shadowing technique to see its effect on students' listening comprehension. A p-value of 0.001 suggests that the shadowing technique intervention has a significant impact on developing listening skills specifically pronunciation. The pre-test and post-test comparison for the control and experimental groups reveals a substantial improvement in mean scores for the experimental group after the intervention or the treatment. A significant rise in mean scores from the pre-test to the post-test shows the efficacy of the intervention or treatment. Due to the increase in the mean score of the post-test of the experimental group, it can be interpreted that the shadowing technique can lead to a notable improvement in students' listening comprehension. It can help educators who aim to improve students' listening comprehension to use it as a valuable technique.

This finding is in line with Binarkaheni and Dewanggas' (2024) study where they concluded that the shadowing method could be used to improve the student's listening skills. According to Junipisa and Aristana (2021), among other researchers, the shadowing technique improves listening comprehension while also making learning enjoyable for students. Furthermore, in his numerous

studies on shadowing techniques, Hamada (2012) demonstrates the significant influence that this technique has on skills other than listening. He hopes that the students will be able to maximize the benefits of shadowing. Moreover, many researchers such as Chiu et al. (2020), Liu and Bray (2020), Tum and Kunt (2021), and Liu and Sammons (2021) show the significant impact of shadowing techniques on improving students' pronunciation. Similar results have been shown in previous studies in different contexts (Saito et al, 2011; Zuhriyah, 2016; Ginting, 2018; Shimomura, 2018; Dwi, 2019). Hamada (2015) shows a different result that using shadowing techniques affects the pronunciation of low-proficiency students. The current study uses two groups of fresher English major students. The noticeable difference after the intervention of the shadowing techniques supports Hamada's claim that these techniques are helpful for students of lower language levels.

The study is delimited to using shadowing for improving listening comprehension and uses students from the same stage. The higher mean score of the experimental group after the intervention of the shadowing techniques shows the improvement in students' listening skills.

6. CONCLUSION

The purpose of the study was to demonstrate how the shadowing technique can improve students' listening comprehension. After completing the research, several findings were obtained. The study shows that the shadowing technique helps students improve their listening comprehension much more than traditional methods. The following conclusions are drawn: 1. students who used the shadowing technique had a much better improvement in listening skills. 2. the p-value for the experimental group means the improvement was real and not just by chance. 3. the control group's p-value suggests little to no improvement, showing that traditional methods were less effective. Summing up, using the shadowing technique is a better way to teach listening comprehension because it actively helps students process and understand spoken language. Based on these findings, teachers, students, and future researchers are recommended to encourage English teachers to apply shadowing in their listening and pronunciation lessons to enhance students' basic listening comprehension skills. Teachers should experiment with shadowing to effectively develop students' listening abilities and motivate them inside and outside the classroom to create an enjoyable learning environment. First-year students in the English department are advised to practice their listening continuously. They should seek assistance from their teachers if they encounter difficulties. This research can serve as a valuable

reference for those conducting similar research in the future.

RECOMMENDATIONS

Future research might focus on senior students who have higher language levels to know if shadowing is effective for intermediate and advanced-level learners. The study is conducted in a specific setting, which may limit the generalizability of the outcomes to other contexts. Thus, the researchers recommend that incorporating shadowing techniques into the curricula for improving listening skills will greatly affect students' ability to have better listening comprehension. Shadowing techniques are seen as games that students learn from and have fun with simultaneously because they create a supportive environment for the students.

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APPENDIX

Appendix (A) Pre-Test

Multiple-choice questions based on the sample sentences illustrating pronunciation & listening comprehension concepts from Peter Roach's **"English Phonetics and Phonology"**:

- Which word contains a diphthong?
 - A. Cat
 - B. Boy
 - C. Sit
 - D. Ship
- In the sentence "The boy enjoys his toy," which word has the same vowel sound as "boy"?
 - A. The
 - B. Enjoys
 - C. His
 - D. Toy
- Which pair of words illustrates the difference between a short and a long vowel sound?
 - A. Ship, Sheep
 - B. Man, Men
 - C. Cat, Cut
 - D. Sit, Seat
- In the sentence "The man found a rare coin in the garden," which words contain different vowel sounds?
 - A. Man, Coin
 - B. Found, Garden
 - C. Man, Garden
 - D. Rare, Coin
- Which pair of words illustrates the difference between voiced and voiceless consonants?
 - A. Pat, Bat
 - B. Sit, Sat
 - C. Light, Right
 - D. Wish, Wash
- In the sentence "Please pass the butter," which consonant sound is repeated?
 - A. /p/
 - B. /s/
 - C. /b/
 - D. /t/
- Identify the sentence that highlights the 'th' sound at the beginning of a word.
 - A. "The weather this week is quite unpredictable."
 - B. "Think carefully before you answer."
 - C. "She sells seashells by the seashore."
 - D. "He wrote a letter to his friend."
- Which sentence contrasts the two different 'th' sounds in English?
 - A. "The cat sat on the mat."

- B. "She's going to the store, isn't she?"
 - C. "The weather this week is quite unpredictable."
 - D. "He bought a new phone yesterday."
9. In which word is the second syllable stressed?
 - A. Record
 - B. Banana
 - C. Happy
 - D. Water
10. Which sentence demonstrates a falling intonation pattern typical of statements?
 - A. "Are you coming to the party?"
 - B. "I can't believe it's already June."
 - C. "She is a very talented artist."
 - D. "Could you please pass the salt?"
11. In which pair of sentences does the word 'record' change meaning based on stress?
 - A. "Can you record the meeting tomorrow?" vs. "Listen to the record."
 - B. "The man found a rare coin in the garden." vs. "She's going to the store, isn't she?"
 - C. "The sheep were grazing in the field." vs. "Think carefully before you answer."
 - D. "We should have taken a different route." vs. "I'm going to visit my grandparents."
12. Which sentence demonstrates a rising intonation pattern typical of questions?
 - A. "The cat sat on the mat."
 - B. "The weather this week is quite unpredictable."
 - C. "Can you record the meeting tomorrow?"
 - D. "She's going to the store, isn't she?"
13. In which sentence might 'want to' be pronounced as 'wanna' in natural speech?
 - A. "I want to go to the movies."
 - B. "She wants to visit her grandmother."
 - C. "He went to the store."
 - D. "They wanted to see the new exhibit."
14. In fast speech, how might 'give me' be pronounced in the sentence "Can you give me a hand?"
 - A. "Give me"
 - B. "Gimme"
 - C. "Give ma"
 - D. "Give my"
15. In which sentence might 'going to' be pronounced as 'gonna' in natural speech?
 - A. "The man found a rare coin in the garden."
 - B. "I'm going to visit my grandparents."
 - C. "Think carefully before you answer."
 - D. "The sheep were grazing in the field."
16. In fast speech, how might 'should have' be pronounced in the sentence "We should have taken a different route?"
 - A. "Should of"
 - B. "Should've"
 - C. "Shoulda"
 - D. "Should ha"
17. In which sentence might 'want to' be pronounced as 'wanna' in natural speech?
 - A. "I want to go to the movies."
 - B. "She wants to visit her grandmother."
 - C. "He went to the store."
 - D. "They wanted to see the new exhibit."
18. What is the correct phonetic transcription for "She likes to read books"?
 - A. /ʃi laɪk tu rɪd buks/
 - B. /ʃi lɪks tu rɪd buks/
 - C. /ʃi laɪk tu rɪd buks/
 - D. /ʃi lɪks tu rɪd buks/
19. How would you transcribe "It's a beautiful day" in phonetic notation?
 - A. /ɪts ə bjʊtɪfəl deɪ/
 - B. /ɪts ə bju:trɪfəl deɪ/
 - C. /ɪts ə bjʊtɪfəl deɪ/
 - D. /ɪts ə bju:trɪfəl deɪ/
20. What is the correct phonetic transcription for "The cat sat on the mat"?
 - A. /ðə kæt sæt ɒn ðə mæt/
 - B. /ðə kæts ɒn ðə mæt/
 - C. /ðə kæt sæt ɒn ðə mæts/
 - D. /ðə kæts ɒn ðə mæts/
21. How would you transcribe "He bought a new phone yesterday" in phonetic notation?
 - A. /hi bɔ:t ə nju: fə:n jɛstərdeɪ/
 - B. /hi bɔ:t ə nju: fəʊn jɛstərdeɪ/
 - C. /hi bɔ:t ə nu: fəʊn jɛstərdeɪ/
 - D. /hi bɔ:t ə nju: fə:n jɛstərdeɪ/
22. Which word has three syllables?
 - A. Interesting
 - B. Butterfly
 - C. Simplify
 - D. Extraordinary
23. Identify the word with a closed syllable:
 - A. Table
 - B. Open
 - C. Cat
 - D. Key
24. Which sentence has the primary stress on the first syllable of the key word?
 - A. "The teacher explained the concept."
 - B. "They went on a vacation."
 - C. "She prefers coffee in the morning."
 - D. "He was excited about the new project."
25. In the sentence "I can't wait to see you," where does the main stress fall?
 - A. I
 - B. Can't
 - C. Wait
 - D. See

Appendix (2) Post-Test

Multiple-choice questions based on the sample sentences illustrating pronunciation & listening comprehension concepts from Peter Roach's "English Phonetics and Phonology" and listening comprehension passage:

1. Which word has the phonetic transcription /dɪ'sɪʒən/?
 - A. Division
 - B. Decision
 - C. Discussion
 - D. Designer
2. What type of consonant is /ŋ/?
 - A. Voiced bilabial nasal
 - B. Voiceless alveolar nasal
 - C. Voiced velar nasal
 - D. Voiced dental nasal
3. Which sentence contains a word with an initial cluster?
 - A. He likes ice cream.
 - B. She drives fast.
 - C. The dog is barking.
 - D. They went shopping.
4. What is the correct transcription for the word "pleasure"?
 - A. /pleʒə/
 - B. /plɛʒər/

- C. /pleʃər/
 - D. /plezər/
5. Identify the vowel sound in the word "bird."
- A. /ɜ:/
 - B. /ə/
 - C. /ɒ/
 - D. /ʌ/
6. Which of the following words has a primary stress on the second syllable?
- A. Invent
 - B. Butter
 - C. Present
 - D. Signal
7. Which phoneme is a voiced palatal approximant?
- A. /j/
 - B. /w/
 - C. /r/
 - D. /l/
8. What is the phonetic transcription for the word "church"?
- A. /tʃɜ:tʃ/
 - B. /tʃɜ:dʒ/
 - C. /fɜ:tʃ/
 - D. /tʃɔrtʃ/
9. Which of these words has a voiceless glottal fricative?
- A. Hat
 - B. Cat
 - C. Mat
 - D. Bat
10. What is the primary stress pattern in the word "photography"?
- A. PHO-to-gra-phy
 - B. pho-TO-gra-phy
 - C. pho-to-GRa-phy
 - D. pho-to-gra-PHY
11. Identify the word that contains a long vowel sound.
- A. Sheep
 - B. Ship
 - C. Cat
 - D. Pot
12. What is the correct phonetic transcription for "green"?
- A. /grin/
 - B. /gri:n/
 - C. /grein/
 - D. /gren/
13. Which of the following is a minimal pair?
- A. Pat - Bat
 - B. Sit - Set
 - C. Tin - Ten
 - D. Dog - Log
14. Which word contains a mid-central vowel?
- A. Ahead
 - B. Hard
 - C. Cool
 - D. Leak
15. What is the phonetic symbol for a voiced alveolar fricative?
- A. /s/
 - B. /z/
 - C. /ʃ/
 - D. /ʒ/

Listening Passage:

-You will hear a short passage about "the impact of social media on communication".

Passage:

"Social media has dramatically transformed the way we communicate. While it offers unparalleled opportunities for connectivity and self-expression, it also presents challenges. One significant change is the speed at which information is disseminated. News that once took hours or days to spread can now go viral in minutes. This rapid sharing can lead to misinformation spreading just as quickly. Moreover, the nature of communication has shifted from face-to-face interactions to more digital engagements. While this way people can stay in touch across wide distances, it may also give a sense of isolation, as digital communication often lacks the emotional depth of in-person interactions. Additionally, the curated nature of social media profiles can lead to unrealistic comparisons and feelings of inadequacy. Despite these challenges, the social media's role in modern communication continues to grow, influencing everything from personal relationships to world politics.

16. What is one positive aspect of social media mentioned in the text below?
- A. It limits the speed of information dissemination.
 - B. It offers unparalleled opportunities for connectivity and self-expression.
 - C. It eliminates misinformation.
 - D. It replaces face-to-face communication.
17. According to the passage, how quickly can news spread on social media?
- A. Hours
 - B. Days
 - C. Minutes
 - D. Weeks
18. What is one negative consequence of the rapid sharing of information on social media?
- A. Increased face-to-face interactions
 - B. The spread of misinformation
 - C. Enhanced emotional depth of communication
 - D. More realistic comparisons between people
19. How has the nature of communication shifted due to social media?
- A. From digital engagements to face-to-face interactions
 - B. From face-to-face interactions to more digital engagements
 - C. From global politics to personal relationships
 - D. From curated profiles to realistic comparisons
20. What does the passage imply about the emotional quality of digital communication compared to face-to-face interactions?
- A. Digital communication has more emotional depth.
 - B. Face-to-face interactions lack emotional depth.
 - C. Digital communication often lacks emotional depth.
 - D. There is no difference in emotional depth between digital and face-to-face communication.
21. What feeling might be exacerbated by the curated nature of social media profiles?
- A. Satisfaction
 - B. Inadequacy
 - C. Connectivity
 - D. Joy
22. Despite the challenges, what continues to grow in its role according to the passage?
- A. Personal face-to-face interactions
 - B. The importance of emotional depth in communication
 - C. The role of social media in modern communication
 - D. The spread of misinformation
23. How does the passage describe the influence of social media on global politics?
- A. It has no influence.
 - B. It only affects personal relationships.
 - C. It influences both personal relationships and global politics.
 - D. It limits the role of global politics.
24. What can be inferred about the author's view on the overall impact of social media?
- A. The author believes social media is entirely positive.
 - B. The author believes social media is entirely negative.

- C. The author acknowledges both positive and negative impacts of social media.

- D. The author thinks social media should be eliminated.

25. What might be a solution to the spread of misinformation on social media based on the passage's discussion?

- A. Increasing the speed of information dissemination

- B. Encouraging more digital engagements

- C. Implementing better fact-checking and information verification processes

- D. Promoting curated profiles for realistic comparisons

Appendix (B) Pre-Test and Post-Test Scores of Experimental Group			Appendix (C) Pre-Test and Post-Test Scores of Control group		
N. Students	Pre-Test	Post-Test	N. Students	Pre-Test	Post-Test
1	12	20	1	14	18
2	10	19	2	10	15
3	14	23	3	13	15
4	13	21	4	13	19
5	12	20	5	10	14
6	14	20	6	10	13
7	11	17	7	11	15
8	12	19	8	14	14
9	14	21	9	15	15
10	13	22	10	12	15
11	15	21	11	13	14
12	13	20	12	12	12
13	10	21	13	12	16
14	11	22	14	10	11
15	13	18	15	13	15
16	12	23	16	15	17
17	15	19	17	14	19
18	10	18	18	11	15
19	11	22	19	13	16
20	14	23	20	12	17