

## **The Use of Shadowing Technique on Developing Oral Reading Fluency, Comprehension and Attitude Towards Reading of Fifth Primary School Students**

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The current study aimed at examining the use of shadowing technique on developing oral reading fluency, comprehension and attitude towards reading of fifth primary school students. The study adopted a quasi-experimental research design. Participants in this study were a group of thirty-five (n=35) primary stage .Tools of the study were designed by the researcher, namely, oral reading fluency and comprehension test and reading attitude survey. Based on the study results, there is an evidence that the use of shadowing technique had a positive effect on developing oral reading fluency reading fluency (t value was 17.227) and comprehension ( t value was 18.773) of fifth primary school students. Moreover, the students' attitude towards reading has been developed positively. Furthermore , the correlation between oral reading fluency and comprehension was found ( r=0.873).

### **Keywords**

Shadowing Technique ; Oral Reading Fluency ; Comprehension

### **اثر استخدام اسلوب التظليل في تنمية الطلاقة الشفهية و الفهم و الإتجاه نحو القراءة لدى طلاب الصف الخامس الابتدائي**

يهدف البحث إلى تنمية الطلاقة الشفهية و الفهم و الإتجاه نحو القراءة لدى طلاب الصف الخامس الابتدائي باستخدام اسلوب التظليل . و استخدمت الدراسة المنهج شبه التجريبي ( عينة واحدة تجريبية ). وتكونت عينة البحث من مجموعة من طلاب الصف الخامس الابتدائي عددهم خمسة و ثلاثون طالبا. و لقد تم تصميم قائمة بمهارات الفهم القرائي المناسبة لعينة البحث , كما تم تصميم اختبار قبلي / بعدى لقياس الطلاقة الشفهية و الفهم و ذلك لقياس مدى فاعلية الاسلوب والتأكد من نمو المهارات موضوع البحث. وقد افترض البحث أنه توجد فروق ذات دلالة إحصائية بين متوسطات درجات أفراد المجموعة التجريبية في اختبار الطلاقة الشفهية و الفهم لصالح التطبيق البعدى. وتم معالجة النتائج احصائيا والتوصل لنتيجة البحث حيث وجدت فروق ذات دلالة إحصائية بين متوسطات درجات أفراد المجموعة التجريبية في اختبار مهارة الطلاقة الشفهية و الفهم لصالح التطبيق البعدى , و أخيرا تم تفسير النتائج و تقديم المقترحات

**الكلمات المفتاحية :** الطلاقة الشفهية – الفهم – اسلوب التظليل

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The challenges facing English as a foreign language (EFL) learners in terms of oral language acquisition have traditionally received less attention in classrooms than other aspects of language, such as grammar and vocabulary. However, a recent growing interest in this area has been tackled (Thomson, 2017 ; Soto-Hinman, 2011). Yet, there is still much controversy about how to improve EFL learners' oral language proficiency in general, and oral reading fluency, in particular.

One technique that shows promise in this area is the shadowing, a technique that was originally used for training novice interpreters on immediate translation tasks (Manseur, 2015). It has recently been employed by EFL educators. According to Foote and McDonough (2017), "Despite the use of shadowing in many classrooms, the actual research that has been conducted on shadowing as a language-learning tool is limited" (p.36).

Many of the studies that have investigated the efficacy of shadowing on skill development have shown considerable debate on the definition and nature of the shadowing process. Holding a traditional audio-lingual perspective, shadowing technique has been described as "a paced, auditory tracking task which involves the immediate vocalization of auditory presented stimuli, i.e word for word repetition in the same language, parrot-style" (Lambert, 1988, p. 266).

On the other hand, adopting a Vygotskian perspective, Murphey (2001) considers shadowing technique as a tool for triggering EFL students "from simple repetition, to reformulation, to new production and novel use" (p.132). Rather than this social interactive focus, Kadota (2007, 2012) highlights the cognitive processes that students undergo while being engaged in the shadowing technique. Based on a multi-component working memory model, shadows are required to reproducing perceived speech simultaneously and correctly, thus contributing to better phonological store and retention.

On the same grounds, Commander & Guerreo (2016, p.4) investigated the use of shadowing within a socially mediated framework as "a procedure which requires listeners to repeat what their interlocutors say in an attempt to remember the content of the interaction while also practicing and learning a target language". The findings of this empirical research showed that shadowing technique was beneficial in promoting several cognitive aspects of language learning such as; retention, language externalization, joint construction of meaning, reprocessing of impact.

As for the present study, the shadowing technique is defined as a set of EFL classroom procedures that is based on mutual assistance among both the speaker and the shadower in meaning construction and parrot-like oral language practice. Hence, its theoretical bases combine both audio-lingual and constructivism theories.

### **Varieties of shadowing technique**

Many studies have introduced several varieties of its usage constituting numerous formats (Murphey, 2001; Hamada, 2012; Kadota & Tamai, 2005; Kurata, 2007; Takizawa, 2002). Among these varieties, are the following.

- 1- *Complete or full shadowing*: shadowers simultaneously read along with the speaker word by word. It can be done silently (i.e. silent shadowing) or loudly.
- 2- *Slash shadowing*: shadowers simultaneously read along with the speaker a speech including some pauses between utterances or sentences.
- 3- *Selective shadowing*: shadowers read along with speakers certain words or phrases as a requirement of a task competition.
- 4- *Prosody shadowing*: shadowers try to rehearse a speech loudly and simultaneously out of memory without a script. The main focus is on the prosodic aspects of language.
- 5- *Content shadowing*: shadowers try to focus on the main ideas of a speech while reading along with the speaker. It usually includes translation, questioning or commenting tasks.
- 6- *Delayed shadowing*: shadowers delay 3 or 4 words while reading along with a speaker.
- 7- *Conversational shadowing*: shadowers act as interlocutors while reading along with a dialogue or conversation. It includes summarization and retelling follow-up tasks.

To sum up, the shadowing technique has been used within the EFL pedagogy in several ways. Foots (2017, p.2) states that "shadowing is a very adaptable activity and can work with a wide range of learners".

However, it is noteworthy to shed light on the main differences between shadowing and oral repetition. Firstly, according to Hamada (2015, p.2),

shadowing involves an online process, which requires learners to vocalize the speech that they hear while reading, but rote repetition involves an offline process, which allows silent pauses for cognitive activities before learners reproduce the perceived sounds.

In other words, one basic distinction between repetition and shadowing is the time aspect. Basically, shadowing involves the act of simultaneous reading along with the speaker or reader. It does not include any long or short delaying periods.

In addition, Shi and Miempatsu and Yamuchi (2016, p. 34) explore the second distinction between oral repetition and shadowing stating "other than simply repeating, shadowing has shown to involve complex production, perception, and automatic semantic and syntactic processing". In other words, the act of reproducing a speech simultaneously and correctly entails a process of automatized recognition of some language aspects (i.e sounds, phonemes, words, syntactic aspects, intonation...etc).

In contrast to the passive oral repetition, "shadowing is an active and highly cognitive activity" (Zakeri, 2014, p. 21), in which the shadower respond to a speech through an instant "rhythmic acoustic tracking task" (Wang, 2017, p. 195), and vocalizing as clearly as possible. The research conducted to date arrives at several common agreements on the benefits of using shadowing technique (Commander & Guerrero, 2016; Hamada, 2015; Sumarsih, 2017), among these benefits are the following:

- Activating the process of the bottom-up and top-down of comprehension on condition of being implemented in an interactive way.
- Promoting phoneme perception and fastening working memory to maintain sounds more precisely, leading to spending more time in language analysis.
- Fastening the process of EFL internalization.
- Promoting the sense of prosody (i.e, the rhythm, integrate, the accent of speech).

Recently, there has been an increasing amount of literature on investigating the impact of shadowing technique with different aspects of EFL learning process, such as , comprehension (Babapour et al., 2018, Sadeghi et al., 2016, commander & Guerrero, 2013), speaking skills (Hamzar, 2014; Januarty, Asib & Suparno, 2018), intonation (Hsieh,

Dong & Wang, 2013), pronunciation (Martinsen et al., 2017; Foote & McDonough, 2017), listening skills (Zuhriyah, 2015, Hamadr, 2016), speech perception (Mitterer & Ernestus, 2008) and motivation (Teeter, 2017).

To sum up, a study has provided an evidence for the positive effect of shadowing technique in EFL instruction. In addition, within the Arabian educational settings, some studies reported the impact of using the shadowing technique in EFL learners' oral performance (Hoadji & Manseur, 2016).

### **Oral Reading Fluency**

Recently, oral reading fluency has been considered as an important area of investigation within the EFL pedagogy. According to the National Institute of Child Health and Human Development (NICHD) (2000), oral reading fluency has been identified as one of the five main components of the language acquisition, and defined as the ability to "read text with speed, accuracy, and proper expression" (p.3). This definition sheds light on the three main characteristics of oral reading fluency which are speed, accuracy, and proper expression.

Speed goes to the student's ability to recognize words correctly in a reasonable rate (Oregon, 2013; Gima-Farrell, 2014). The low rate in word recognition may result in devoting less cognitive processes for meaning construction and prediction. Consequently, "less orally fluent readers focus their attention on figuring out the words, leaving them little attention for understanding the meaning of a text" (Hasbrouck, 2018, p.1). On the other hand, automaticity enables readers to extract meaning from text in ease, with less effort or attention. Hence, fluent readers devote their "working memory to focus on meaning" (Arens et al., 2018), rather than word recognition.

Accuracy refers to the number of words that are read correctly without mispronunciations, omissions (leaving out a word) or substitutions (Decker et al., 2014, Howland & Scott, 2016). It is worthy to note that, students with a lower level of word reading and naming are likely to encounter many language deficiencies (Price et al., 2016; Keyes et al., 2017).

As for proper expression, it refers to the ability of students to follow punctuation and aspects of natural speech while reading, i.e. prosodic aspect (Noltemeyer et al., 2014; Taylor, 2013). In other words, fluent readers should read without reversals or hesitations, i.e. waiting more than four seconds (Bundock et al., 2018, Grima-Farrell, 2014).

Taken all together, Rasplca and Cummings( 2013, p.1 ) claim that oral reading fluency is best identified "by the number of words read

correctly in a one minute, and also typically includes the accuracy of reading expressed as a percentage”. For this study, oral reading fluency is defined as a student’s ability to read a text correctly in a normal rate of speech without undue hesitations or pauses.

To improve students oral reading fluency, numerous classroom practices have been investigated, such as; readers theatre (Cohen, 2011), computer-based instruction (Keyes, 2017; Gibson et al., 2014), repeated reading program (10, 2011) and video self-modeling (Montgomerie et al., 2014). Previous studies have highlighted the importance of implementing new instructional interventions to develop oral fluency. Moreover, several studies have strongly claimed for oral fluency instruction among primary school students (Rasinski, Riki & Johnston, 2009, Roundy, A. & Roundy, P., 2009, Piper et al., 2016).

Despite the varieties that oral reading fluency instruction entails, studies that investigated its development within a social constructive paradigm (Lo.et al. , 2011; Swain, 2017; Cohen, 2011)have highlighted the following aspects:

- 1- Oral reading fluency instruction should include a modeling stage. It is argued that appropriate support provided to students is essential for improving their fluency level.
- 2- Feedback is important especially if done with varies error correction techniques (self-correction, peer correction).
- 3- The inclusion of selected word previewing is important for reducing students’ errors and hesitations.
- 4- Directing students to focus on fluency and prompting their timed practice is essential for meaning construction.

### **Oral reading fluency and comprehension.**

Although some research had investigated the relationship between oral reading fluency and comprehension (Wise et al., 2010; Veenendaal et al., 2015), there is still insufficient consensus on its nature.

Regarding NICHD (2000), comprehension is another essential component of language acquisition, that is, both oral reading fluency and comprehension are basic requirements of language acquisition. Basically, reading comprehension refers to students’ ability to drive meaning from a written text. It may entails several cognitive processes, such as; mental representation, deduction, inference, prediction or evaluation.

According to Price et al. (2016), oral reading fluency is positively correlated with the “overall abilities in reading comprehension” (p.1). Moreover, students’ performances in oral reading fluency tasks may be considered as an indicator to their overall level of comprehension. With

respect to Howland & Scott (2016), an oral reading fluency task can be used as a "valid tool for identifying students at risk of not passing the state reading achievement test" (P.1).

On the contrary, the findings of Piper's study (2016) has indicated that fluent readers who were able to read English orally in ease, their reading comprehension level was significantly low. In other words, oral reading fluency does not correlate nor contribute to the development of comprehension.

As far as this study is concerned, the classification presented by the NICHD (2000) is adopted, i.e., oral reading fluency and comprehension are two distinct components of language acquisition. In this study, reading comprehension is defined operationally as students' ability to understand the overall main idea of a written text and identify specific information stated within.

### **The context of the problem:**

The current study aimed at examining the efficacy of implementing the shadowing technique in developing English oral reading fluency and comprehension of fifth primary school students, and their attitudes towards English reading. In addition, the relationship between reading comprehension and oral reading fluency is also investigated. Since 2012, the researcher has been working as a TEFL lecturer at the Faculty of Graduate Studies for Education, Cairo University. During the practical Education sessions, the researcher observed the weakness in English oral reading fluency and comprehension skills among fifth primary school students. The researcher also observed students' negative attitudes towards English reading.

To come to a closer identification of the problem of the study, the researcher conducted a pilot study by administering an English reading test, that is designed to assess students' mastery level of the oral reading fluency and comprehension skills, to a group of twenty (n=20) of the fifth primary school students. Results showed that 71% of the students suffer from poor mastery of oral reading fluency and comprehension skills.

Moreover, the following elements were reported:

- Insertion of words and letters
- Mispronunciation of words.
- Word-identification errors
- Frequent omissions
- A very slow rate of oral reading.

In addition, the researcher administered a survey that aimed to assess students' attitude towards reading (adapted from McKenna and

Kear's (1990) Elementary Reading Attitude Survey), results of the survey indicated that 78% of the students have a negative attitude towards English language reading (See Appendix A for pilot study).

Hence, despite the significance of oral fluency and comprehension, primary students of Egyptian governmental schools demonstrate poor mastery of these skills (Alfeky, 2016; Abdelhalim, 2016; Ibrahim; 2016; Ahmed, 2014; Mustafa, 2012).

***The problem of the study can be stated as follows:***

The fifth primary school students are weak in English oral reading fluency and comprehension. Such weakness may be ascribed to the insufficient and traditional classroom practice provided to the students.

***Therefore, this study ought to find an answer to the following main question:***

What is the effect of using shadowing technique on developing English oral reading fluency, comprehension and attitude towards reading of fifth primary school students?

***A set of subsidiary questions branch from this main question as follows:***

- 1- What is the effect of using shadowing technique on developing English oral reading fluency of fifth primary school students?
- 2- What is the effect of using shadowing technique on developing English comprehension of fifth primary school students?
- 3- What is the correlation between English oral reading fluency and comprehension of fifth primary school students?
- 4- What is the effect of using shadowing technique on developing the attitude towards reading of fifth primary school students?

**The study hypothesis**

- 1- There are statistically significant differences between mean scores of the experimental group in the pre-post administrations of the oral reading fluency and comprehension test in the favor of the post-administration with regard to the oral reading fluency.
- 2- There are statistically significant differences between mean scores of the experimental group in the pre-post administrations of the oral reading fluency and comprehension test in the favor of the post-administration with regard to the comprehension.
- 3- There are a significant correlation between oral reading fluency and comprehension of fifth primary school students.
- 4- There are statistically significant differences between the mean scores of the experimental group students in the pre-post administration of the reading attitude survey in the favor of the post-administration.



## **Method**

### **Participants**

The participants of the current study were a group of thirty-five (n=35) primary stage students at Abdel-Aziz Gawish school for primary students, Cairo Governate .

### **Instruments**

#### **A reading comprehension checklist**

For the purpose of the study, the researcher designed a reading comprehension checklist to determine the most important skills of the fifth primary school students. The checklist was judged by a panel of three members of TEFL specialists (see Appendix (B) for final version ).

#### **Oral reading fluency and comprehension test**

To assess students' mastery level of oral fluency and comprehension, a test was designed by the researcher. It included two reading passages (90 words each). Students were examined individually by the researcher. The test consisted of two main questions, namely; (a) oral reading fluency task, and (B) state whether true or false. In the oral reading fluency task, each student was asked to read aloud the passage. The time allowed was one minute only. Following this task, the student had to answer true or false questions that check his/her understanding of the passage. To ensure test validity, it was administered to three TEFL specialists. The reliability of the test was calculated using Cronbach's alpha after administering the test to ten students. It was (0.8), significant at 0.01 level (for final versions and test specifications, test instructions and scoring guidelines, see Appendix C).

#### **Reading attitude survey**

In order to determine the attitude of the fifth primary students towards English reading, the researcher developed a reading attitude scale. It consisted of ten sentences (see Appendix D).

### **Procedures:**

Prior to the implementation of the shadowing technique, the pre-post oral reading fluency and comprehension test was administered to the sample of the study. The implementation of the shadowing technique started at the 12<sup>th</sup> of February and ended up on the 23<sup>rd</sup> of April 2018. The researcher met the participants for one hour as an 'introductory session' where the shadowing technique had been explained and modeled. Then, the researcher met the participants once per two weeks in a traditional classroom setting for six reading sessions (80 minutes each) for the total duration of nearly (8 hours). Each session included six teaching steps and two handouts (see Appendix (E) for sessions description and Appendix (F) for sessions' handouts). It is noteworthy that the implementation was limited to the reading passages included in

the ascribed book to the fifth primary school (Time for English, Students' Book, Second Term), and was undergone within the distribution of syllabus set by the Ministry of Education. At the end of the sessions, the pre-post oral reading fluency and comprehension test, and the attitude towards reading survey were re-administered.

## Results

Data were treated statistically using the package for social science (SPSS), in particular, t-test Eta square formula of effect size and Pearson's correlation coefficient. With regard to the first hypothesis, scores of the experimental group participants on the pre-and post-administrations of the oral reading fluency and comprehension test were compared using t-test. Results showed that there were statistically significant differences at 0.01 level in the favor of the post-administration as shown in Table (1).

Table (1): Results of pre-post administrations of the oral reading fluency and comprehension test comparing the experiments group students' scores in relation to oral reading fluency.

Admin.	Mean	N	Std.	DF	T value	Effect size
pre	40.285	35	17.362	34	17.227	0.874
post	101.828		22.864			

As shown in Table (1), results revealed that there were statistically significant differences at the mean scores of the experimental groups on the pre-post administrations of the oral reading fluency test and comprehension in favor of the post-administration, in the respect to the oral reading fluency, i.e. t-value was ( 17.227 ) and the effect size was ( 0.874 ).

To verify the second hypothesis, scores of the experimental groups on the pre-post administrations of the oral reading fluency and comprehension were compared using to test in relation to overall comprehension. Results revealed that there were statistically significant differences at 0.01 level in the favor of the post-administration, as shown in Table (2).

Table (2): Results of pre-post administrations of the oral reading fluency and comprehension test comparing the experimental group students' scores in relation to comprehension.

Admin.	Mean	N	Std.	DF	T value	Effect size
pre	6.285	35	6.456	34	18.773	0.926
post	36.571		4.815			

To further investigate the differences of the experimental group scores in the pre-and post-administrations of oral reading fluency and comprehension test in relation to comprehension sub-skills, scores of the experimental group students were compared using t-test. Results showed that there were statistically significant differences at 0.01 levels in the favor of the post-administration as shown in Table (3).

Table (2): Results of pre-post administrations of the oral reading fluency and comprehension test comparing the experimental group students' scores in relation to comprehension sub-skills.

Sub-skills	Pre		Post		T value	Effect size
	Mean	St.D	Mean	St.D		
Identifying main ideas	3.142	4.710	16.857	4.710	8.613	0.901
Locating specific information	2.857	4.583	19.428	2.355	18.181	0.977

As for the third hypothesis, Pearson's correlation coefficient value was ( $r=0.873$ ) which indicates a linear relationship between oral reading fluency and comprehension of fifth primary school students.

To verify the fourth hypothesis, mean scores of the experimental group students in the pre-post administration of the reading attitude survey were compared as shown in Table (3).

Table (3): Results of pre-post administrations of the reading attitude survey comparing the experimental group students' mean scores

Survey Items	Pre – administration		Post-administration	
	Mean	St.D	Mean	St.D
Sentence 1	1.857	0.355	2.857	0.493
Sentence 2	1.914	0.284	2.685	0.676
Sentence 3	1.971	0.382	2.742	0.657
Sentence 4	2.0571	0.235	2.771	0.598
Sentence 5	1.857	0.355	2.914	0.373
Sentence 6	1.971	0.382	2.857	0.493
Sentence 7	1.571	0.916	2.600	0.811

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Sentence 8	1.971	0.382	2.828	0.568
Sentence 9	1.963	0.342	2.978	0.448
Sentence 10	1.000	0.000	2.685	0.676

Results showed that there were statistically significant differences among students' mean scores in the favor of the post-administration.

### **Discussion of results**

Based on what has been mentioned above, there is an evidence that the use of shadowing technique had a positive effect on developing oral reading fluency (t value was 17.227) and comprehension (t value was 18.773) of fifth primary school students. This was indicated by comparing scores of the experimental group students on the pre- and post-administrations of the oral reading fluency and comprehension test. Moreover, the students' attitude towards reading has been developed positively. This was indicated by comparing mean scores of the experimental group students in the pre-post administration of the reading attitude survey. Results of the present study is consistent with results of previous studies that showed the effectiveness of using shadowing technique on developing some EFL learners' skills (Babapour et.al, 2018 ; Commandor & Guerrero , 2013 ; Foote & McDonough , 2017 ; Hamzar , 2014; Hamadr , 2016; January & Asib & Suparno , 2018 ; Martinsen et al. ,2017 ; Mitterer & Ernestus , 2008 ; Sadeghi et. al., 2016; Teeter , 2017 ; Zuhriyah , 2016).Moreover , the correlation between oral reading fluency and comprehension was found ( r=0.873) , which is consistent with findings of other studies (Price et al., 2016 ;Howland & Scott , 2016).

Therefore, the students' tangible progress in the oral reading fluency as well as comprehension can be mainly attributed to the implementation of the shadowing technique. Consequently, a possible explanation to these results may be related to the procedures suggested for the implementation of the shadowing technique which have been derived from two main theoretical paradigms ,i.e, audiolingual theory and social constructivism. Hence, aspects contributed to the students' progress can be discussed with regard to the shadowing technique procedures (i.e.warm up , slash shadowing ,full shadowing , content shadowing , full shadowing/ pair work ,feedback ).

First of all, it is noteworthy that the introductory session which the researcher undergone with the students prior to the implementation of the technique was beneficial . It helped students to participate smoothly in the technique as they became familiar with its procedures. Moreover, students' embracement was tolerated through setting rules for a risk-

taking classroom environment (i.e., students were not allowed to mock each other, students should assist, support and listen to each other etc.). Also, rules for setting groups and pairs had been agreed upon in this session. In the ‘warm up’ procedure, the researcher used to remind the students with these rules and the shadowing steps and check their readiness for participation.

The slash shadowing procedure aimed to drive students’ attention toward the articulation of each word and phrase. The act of shadowing itself was done very slowly leading students to a more accurate articulation. Students’ working memory was totally devoted to the simultaneous reproduction of speech where pausing and delayed repetition were not allowed. Hence, the key aspect of language learning in this procedure is the meaningless imitation of the speech. According to the audio-lingual theory, such procedure may contribute to language internalization. Specially, when the researcher’s voice faded in, randomly, allowing students’ voices to become louder. Such fading provided the researcher the opportunity to monitor students’ performance. Also, the whole class practice allowed reluctant and shy students to practice instantly. By the end of this procedure, the researcher highlighted the commonly mispronounced words and offered correct pronunciation, leading to more accurate practice later on. This procedure of the shadowing technique was also derived from audio-lingual theory, where emphasis had to be put on correct verbal patterns only.

As for full shadowing group work, students were required to listen attentively as well as shadow clearly. Working in groups facilitated the establishment of an active learning environment where shadowing became an enjoyable act. Each group students were enthusiastic to shadow as clearly and naturally as possible to be chosen as the best shadowers. In addition, groups used to listen attentively to each other to evaluate their own output as well as others. Within each group, students cooperated without anxiety or fear. Such social interaction fostered students’ self-esteem while reading aloud for the rest of the class.

In the content shadowing, students went beyond the mere echoing of the verbal linguistic forms towards a meaningful shadowing. In this procedure, the researcher asked students to demonstrate the meanings of some content words or phrases. Students were asked to share information and help each other to understand. This social interaction meant to enrich the learning environment where students could learn from each other.

In the full shadowing pair work, students were elicited to shadow in pairs in front of the whole class as a model. Then, students were allowed twenty minutes to practice shadowing in pairs while the researcher monitored the class performance. As partners, students had the

opportunity to monitor each other's production, make corrections, or afford mutual assistance. In this procedure, shadowing technique provided students with a peer-mediated learning environment where low proficient partner can receive assistance and build confidence in reading. Such social interaction aimed to sustain verbalization and maintain joint construction of meaning. Obviously, this procedure was derived from social constructivism.

In the last procedure, a detailed feedback was given to the students through explaining any confusing parts. Students listened and practiced with clarity and understanding, to internalize for later use. This feedback helped consolidating the output for learning.

Finally, one main advantage of the shadowing technique was providing varieties in classroom interactional patterns which seemed to meet their distinct language needs for participants. Another aspect was using texts that were organized ascendingly throughout the sessions (i.e. shorter texts were practiced before the longer ones). This organization seemed to be ideal for understanding as well as practicing the content.

### **Conclusion**

The study was conducted to examine the use of shadowing technique on developing oral reading fluency, comprehension and attitude towards reading of fifth primary school students. The shadowing technique was used with a group of thirty-five ( $n=35$ ) primary stage students at Abdel-Aziz Gawish school for primary students, Cairo Governate .Based on the study results, there is an evidence that the use of shadowing technique had a positive effect on developing oral reading fluency reading fluency ( $t$  value was 17.227) and comprehension ( $t$  value was 18.773) of fifth primary school students. Moreover, the students' attitude towards reading has been developed positively. Furthermore , the correlation between oral reading fluency and comprehension was found ( $r=0.873$ ).However, the study was limited to the use of shadowing technique in the light of both the audio-lingual and social constructivism, other varieties of shadowing technique was not included in the study. Hence , it is recommended that a further study could examine the use of other versions of the shadowing technique with EFL primary school students , in particular, and EFL learners , in general. Moreover , it is recommended to investigate the usage of the shadowing technique in developing other language skills.

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**Appendix (A)  
Pilot Study**

**Oral reading fluency and comprehension test examiner copy**

Assessment Date: \_\_\_/\_\_\_/\_\_\_ Student : \_\_\_\_\_ Examiner: \_\_\_\_\_

Words read correctly (WRC) : \_\_\_\_\_ Errors : \_\_\_\_\_ Notes :

**Fishing**

Sam and Jack went fishing. They were very happy. Sam took a pole. Jack took some worms. They got on a big boat. Jack drove the boat. Sam put a worm on the hook. Sam put the pole in the water. Sam did not get a fish. He got an old can. Sam was angry. Jack got a big fish. He gave the fish to Sam. Jack and Sam were tired. They went back home. They liked the boat ride.

Total words attempted in 60 seconds		Errors		Fluency (WCPM)
	-		-	

**Comprehension**

No.	True/false	Answer	Mark
1	Jack got an old can	F	1
2	Sam took a pole	F	1
3	This story was about worms	F	2
<b>Total score</b>			<b>4</b>

**Oral reading fluency and comprehension test**

Sam and Jack went fishing. They were very happy. Sam took a pole. Jack took some worms. They got on a big boat. Jack drove the boat. Sam put a worm on the hook. Sam put the pole in the water. Sam did not get a fish. He got an old can. Sam was angry. Jack got a big fish. He gave the fish to Sam. Jack and Sam were tired. They went back home. They liked the boat ride.

**State whether true or false (2min)**

- 1- Jack got an old can ( )
- 2- Sam took a pole ( )
- 3- This story was about worms ( )

**Reading Attitude Survey**

School : \_\_\_\_\_ Grade : \_\_\_\_\_ name : \_\_\_\_\_

Directions : Please circle the picture that describes how you feel when you read a book.

- 1. How do you feel about reading for fun at home ?
- 2. How do you feel about getting a book for a present ?
- 3. How do you feel about starting a new book ?
- 4. How do you feel about reading instead of playing ?
- 5. How do you feel about going to a bookshop?

**The Use of Shadowing Technique on Developing Oral Reading Fluency,  
Comprehension and Attitude Towards Reading of Fifth Primary School Students**

6. How do you feel about reading workbook pages and worksheets ?  
 7. How do you feel about reading the school ?  
 8. How do you feel about stories you read in reading class ? **Adapted from :**  
 Source : McKenna. M.C. & Kear. D. (1990) : Measuring attitude toward reading a new tool for teachers. The reading teacher, 43. 626-639.

**Appendix (B)  
Reading Comprehensions Checklist**

No.	Reading comprehension skills	Very important	important	Not important
1	Identify the main ideas			
2	Identify specific details			
3	Drawing inferences			
4	Drawing conclusions			
5	Making predictions			

**Appendix (C)  
Test Specifications**

Items	Test items	Score	Time
Oral reading fluency task	2	180 (90x2)	2
Reading comprehension (Identify main ideas 2 items) (Identify specific details 4)	4	40	2
<b>Total test score</b>	<b>6</b>	<b>220</b>	<b>4</b>

**Appendix (C)  
Oral reading and comprehension test**

Assessment Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student : \_\_\_\_\_ Examiner: \_\_\_\_\_

Oral reading task

Passage (A)

My class went to a farm. An old man was there. He was tall and thin. He had a long beard. There were many cows. They were far away eating grass. These cows do not give milk. They are sold for meat. There were ten pigs. The pigs were tan and brown. They did not smell good. There was a hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them. The man gave our class some fresh eggs

12  
23  
34  
45  
56  
68  
79  
89  
90

**State whether true or false :**

Question	Score	Total
1		
2		

Total words attempted in 60 seconds	errors	Fluency role (WCPM)	
	-	=	

**Oral reading fluency task**

**Student copy**

**Passage one**

My class went to a farm. An old man was there. He was tall and thin. He had a long beard. There were many cows. They were far away eating grass. These cows do not give milk. They are sold for meat. There were ten pigs. The pigs were tan and brown. They did not smell good. There was a hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them. The man gave our class some fresh egg. It was a fun trip.

**State whether true or false**

1-

2-

**Passage Two**

Oral reading fluency test : Examiner copy

Assessment Date: \_\_\_/\_\_\_/\_\_\_ Student : \_\_\_\_\_ Examiner: \_\_\_\_\_

Oral reading task

A blue bird

A little blue bird sat on the branch. He was sad. He	12
wanted to play with other birds. He wanted to fly with	23
them. The little blue bird flied high to find friends. He	34
saw a yellow bird in a nest. The two birds sat	45
together and talked . They saw a big egg in the nest.	56
A new little yellow bird came out of the egg. The blue	68
bird had two new friends to play with. The three birds	79
ate some worms and seeds. They built a new big	89
nest.	90

**State whether true or false**

Question	Score	Total
1		
2		

Total words attempted in 60 seconds	errors	Fluency role (WCPM)	
	-	=	

**Oral reading fluency task Passage**

**Oral reading fluency test : student copy**

A little blue bird sat on the branch. He was sad. He wanted to play with other birds. He wanted to fly with them. The little blue bird flid high to find friends. He saw a yellow bird in a nest. The two birds sat together and talked. They saw a big egg in the nest. A new little yellow bird came out of the egg. The blue bird had two new friends to play with. The built a new big nest. They sang together old songs.

**State whether true or false**

- 1-
- 2-

**Oral reading fluency task**

**Test instruction 8 and scoring guiding**

▪ **Test format:**

The oral reading fluency and comprehension test is a performance. Based test where each student is interviewed by the researcher by his own. Instructions of the test are explained to the student before the beginning of the test.

▪ **Test procedures:**

- A- The researcher gives the student the test paper (students version).
- B- The researcher record the students' name in the test paper (examiner version).
- C- The researcher explains to the students the oral reading fluency task stating "I would like you to read out loud for me. I will use my stopwatch to tell you when to stop. They, I will ask you questions about what you have read".
- D- The researcher starts the stopwatch when the student reads the first word, then, stop it after 60 seconds.
- E- During the oral reading fluency task, the researcher listens to the student and mark states indicting students' errors in the test paper (examiner version).

**Scoring guidelines:**

**A- Rules to determine errors :**

When an error occurs, the researcher has to record it. After the test finishes, all errors are counted to get a total number of word errors. Errors are identified according to the following table.

<b>Errors</b>	<b>Examples/explanation</b>
This pronunciation (consents) omissions	Gack instead of Jack
Subsituations (vowels)	Leaving out a word
Hesitations	Beg instead of big
reversals	Wait more than 4 seconds reading Jack said instead of said Jack

**B- Fluency rate formula**

The researcher has to subtract the total number of errors form the total number of attempted words done by the student in 60 seconds. Hence, the number of correct

words attempted by the student per minute is calculated. The formula is illustrated as follows.

Total words attempted in 60 seconds	-	errors	=	WCPM Word correct per minute
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**Appendix (D)**

**Reading attitude survey (2-1-0)**

- 1- I enjoy reading in school
- 2- I enjoy reading at home.
- 3- I think I am good reader
- 4- My friends think I am good reader.
- 5- I like to read alone.
- 6- I like to read with my friends.
- 7- I can find books to read.
- 8- I can read in case.
- 9- I enjoy my reading class.
- 10- I enjoy reading during holidays

**Appendix (E)**

**Sessions description**

**Learning objectives :**

By the end of the lesson students should be able to

1. Read fluently
- 2- Identify main idea.
- 3- Locate specific details (names, time, date).

**Material**

- 1- Slash shadowing handout
- 2- Full shadowing handout

**Time**

Eighty minutes (80 min.)

**Procedures**

**1. Warm up (5 min)**

The researcher distributed the slash shadowing and be ready for practicing shadowing. The researcher reminded students with steps of shadowing technique.

**2. Slash Shadowing (Whole class/20 m)**

- a) The researcher asked students to shadow her reading aloud word by word the passage in the slash handout. The researcher read very slowly and loudly and pause in every slash. Students paused also, and no delayed repetition was aloud.

b) The researcher asked students to read along with her word by word. The researcher voice gradually faded in (become lower) allowing students' voice to be more clearer and louder. Students were allowed to point to words as they read.

c) The researcher reread some words that were commonly mispronounced.

**3. Full shadowing (Group-work/10 min.)**

a) The researcher distributed handout (2) and told students that they were not allowed to point to words of the passage.

c) The researcher assigned students into four groups and asked each group to read along with her. The researcher gradually faded in her voice throughout each sentence allowing students' voice to be more clearer and louder. Finally, the researcher declared which group was the best shadowers.

**4. Content shadowing (10 min.)**

a) The researcher checks the students' understanding of the meaning.

b) The researcher asked students to help each other and elicited some students to clarify meaning of some words to others.

c) The researcher asked students to shadow her reading of some words or phrases.

**5. Full shadowing (Pair-work/20 min.)**

a) The researcher elicited some students to work in pairs in front of the whole class. Each pair worked together while student (a) acted as a reader and student (b) acted as a shadower.

b) In turn, students were asked to practice pair-work shadowing while the researcher monitored their participation and provided help when needed.

c) Finally, the researcher declared which pair was the best shadowers.

**6. Feedback (5 min.)**

a) The researcher provided students with feedback on their oral reading fluency and comprehension, through explaining the most misunderstood or mispronounced words/phrases.

b) The best shadowers (groups/pairs) were rewarded.

**Appendix (F)**

**Unit Seven**

**At the Aquarium**

**Slash shadowing handout (1)**

Salim had a farm. / Once day there was a storm./ The sky was dark, /but Salim was smart. /He put the corn in the barn. /But the wind blew very hard/. Look/ at the corn in the yard.

**Full shadowing handout**

Salim had a farm. Once day there was a storm. The sky was dark, but Salim was smart. He put the corn in the barn. But the wind blew very hard. look at the corn in the yard.



**Unit Eight**

**At the Safari Park**

**Slash shadowing handout**

A silly little mouse lived in a big house./ She went to town in an evening gown./ She met a brown trout and started to shout. /‘Please don’t shout ,/ little mouse’ ,/ said the trout.

**Full shadowing handout (3)**

A silly little mouse lived in a big house. She went to town in an evening gown. She met a brown trout and started to shout. ‘Please don’t shout , little mouse’ , said the trout.

**Unit Nine**

**By the sea shore**

**Slash shadowing handout**

Mrs hood and her poodle went to the zoo./ They saw a read roaster and a kangaroo./ They looked at a moose , /and they looked at the moon /. and then/ they went to a school on a scouter/

**Full shadowing handout (3)**

Mrs hood and her poodle went to the zoo. They saw a read roaster and a kangaroo. They looked at a moose , and they looked at the moon . And then, they went to a school on a scouter.

**Unit ten**

**The Summer Group**

**Slash shadowing handout**

Kamal the clerk was in hurry /. he ripped his shirt./ He burned the curry./ He hurt his foot./ He called a nurse/ and then/ he ate a big dessert/

**Full shadowing handout**

Kamal the clerk was in hurry . he ripped his shirt. He burned the curry. He hurt his foot. He called a nurse and then he ate a big dessert

**Unit eleven**

**At the planetaruin**

**Slash shadowing handout**

Ray and the boy loved oysters./ They loved them boiled. /They loved them cooked in oil./ They put them in the foil./ And jumped and jumped for joy/.

**Full shadowing handout**

Ray and the boy loved oysters. They loved them boiled. They loved them cooked in oil. They put them in the foil. And jumped and jumped for joy.

**Unit twelve**

**At the school**

**Slash shadowing handout**

Did you see the fall, thin clerk ? /She walked into a big blue shirt./ Paul has a saucer ,  
a fork and a spoon /. He eats noodles on the moon./ Look at the yellow and black  
basketball. /Do you like to play in the yard with a ball?

**Full shadowing handout (5)**

Did you see the fall, thin clerk ? She walked into a big blue shirt. Paul has a saucer ,  
a fork and a spoon . he eats noodles on the moon. Look at the yellow and black  
basketball. Do you like to play in the yard with a ball?