**Abstract**

Listening has an important role both in daily life and academic contexts as it is crucial for people to sustain effective communication. One of the techniques that might improve listening comprehension is shadowing technique. Therefore, this study explored whether shadowing training improves the listening comprehension skill of elementary and intermediate Iranian EFL learners. Participants comprised of 96 Iranian EFL learners, both elementary and intermediate, from Afagh Language Institute who were selected by convenience sampling and were divided into three groups (pre-shadowing, post-shadowing and control group) for each proficiency level. Eight lessons were taught using Tactics for Listening (Developing for intermediate groups and Basic for elementary groups), following the shadowing teaching procedures outlined in previous studies. To measure the outcomes, pre- and post-tests were developed based on the same books and the data were analyzed using analysis of covariance (ANCOVA). The results revealed that post-shadowing was suitable for regular EFL classrooms, where difficult materials that contain new vocabulary and new expressions are used. This study also demonstrated how a theoretically-effective teaching technique, shadowing, can be used more practically, building a bridge between theory and practice. Implications presented that post-shadowing activities for elementary level and intermediate level students were found to be the most useful and practical ones. The implications of these findings are that both elementary and intermediate level learners of English would need to improve their comprehending listening tasks easier and faster.

Keywords: Shadowing, Pre-shadowing, Post-shadowing, Listening Comprehension, EFL learners