Student Reflections on Effectiveness of Shadowing and Listening Practice

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Abstract

This poster features student comments on surveys after one of three different types of interventions; listening to L1 speakers ($n = 18$), shadowing L1 speakers ($n = 40$), or shadowing L1 and L2 speakers ($n = 40$). We compare the responses to Likert-scale and open questions regarding changes in their confidence in judging English speaking ability (in themselves and others), changes in awareness of phonological features, perceived improvements in speaking ability, and whether the interventions were enjoyable and a good use of class time. We find that shadowing practice improves student perceptions of their phonological awareness, speaking ability, and speech judgement ability in comparison to listening practice. We also find that based on qualitative responses, shadowing both English L1 and L2 speakers increases self awareness of speaking to a greater extent than only shadowing L1 speakers and is less difficult.

Introduction

What is Shadowing?
- Shadowing is to "repeat speech aloud as they [learners] hear it, as precisely as possible, while continuing to listen attentively to the incoming speech" (Kadota 2019)
- beneficial for EFL learners in terms of word accuracy, articulation speed, and listening comprehension (Foote & McDonough, 2017, Hamada, 2015, 2016; Hori 2007; Kadota, 2012, 2019, Mori 2011, Tamai 1992, 1997)
- Different from repetition (on-line task, no-pausing, focus on input speech sounds - Kadota 2007)

Research Gap:
- Other studies don't compare shadowing and listening groups together directly.
- Other studies don't compare L1 and L2 shadowing input. Those that use L2 input focus on L1 speakers attempting to shadow L2 samples. (e.g., Inoue et al., 2018) => GOP (goodness of pronunciation) corresponds to shadowability .
- Few studies examining short-term interventions.

Research Questions:

How does activity (Shadowing vs Listening) and input type (English L1 speaker samples vs English L1 & L2 speaker samples) affect perceptions of:
1. Changes in speaking ability
2. Changes in phonological awareness
3. Changes in confidence judging English speaking ability
4. Enjoyment of activity

Method

Participants: Non-English majors ($N = 98$) in compulsory 1st year university English listening classes in a Japanese university. (L1 listening group $n = 18$, L1 shadowing group $n = 40$, L1L2 shadowing group $n = 40$)

Timeline:

Pre-intervention
- Explanation of phonological concepts (in Japanese)
- Self-recording reading a short story (using own smartphone)
- Evaluating self-recording and 3 other English L2 speaker samples according to three phonological concepts (segmental pronunciation, rhythm, and intonation) on a 9-point scale (1=bad, 9=perfect)

Intervention
- Practice once/week for 3 weeks
- Listening (L1 sample 3 times), L1 Shadowing (L1 sample 6 times), L1L2 shadowing (L1 sample 3 times, L2 sample 3 times)
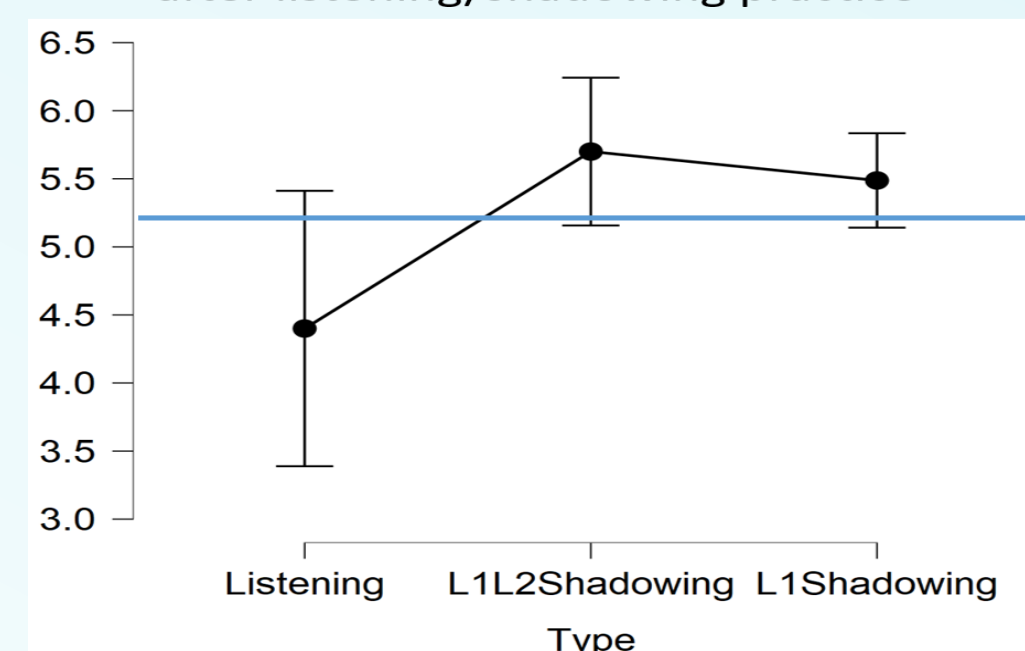
Post-intervention
- Same as pre-intervention
- Survey with Likert-scale responses to statements (1 = Strongly disagree, 9 = Strongly agree) and qualitative responses (Why?)

Results - Quantitative

RQ1: Changes in speaking ability and RQ4: usefulness / enjoyment of activity
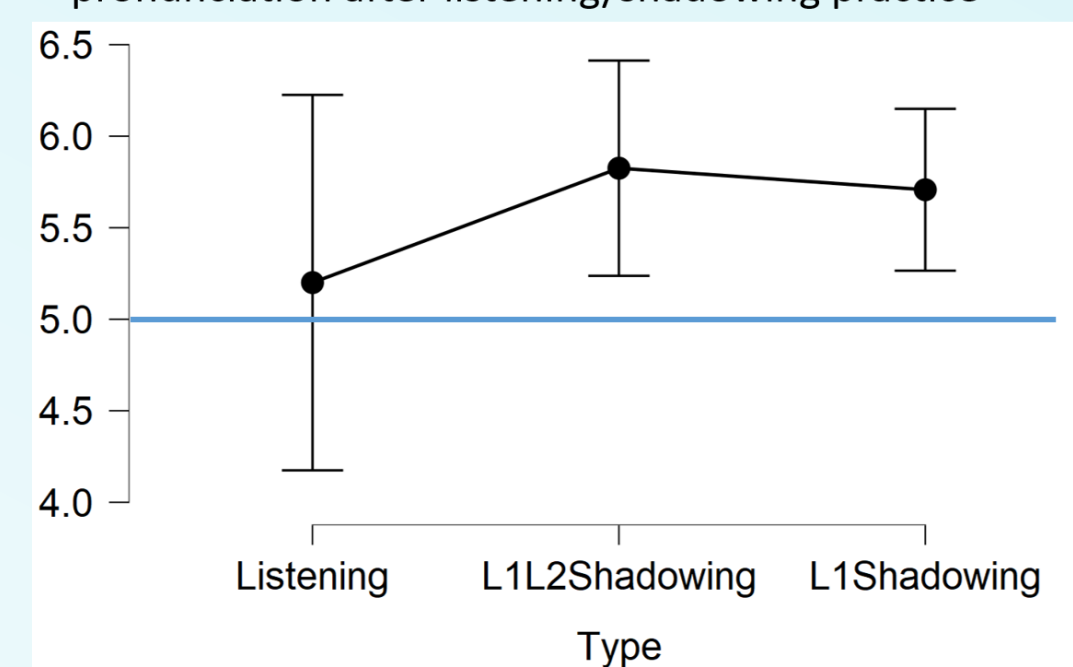
I feel my speaking has improved after listening/shadowing practice

Note: L1 Shadow and L1L2 Shadowing groups significantly higher than listening group ($p < .05$ and $p < 0.01$ respectively)

I feel listening/shadowing practice was a good use of class time

Note: No significant differences between groups

I feel it was fun to do shadowing practice

Note: L1L2 Shadowing groups significantly higher than L1 shadowing group ($p < .01$)
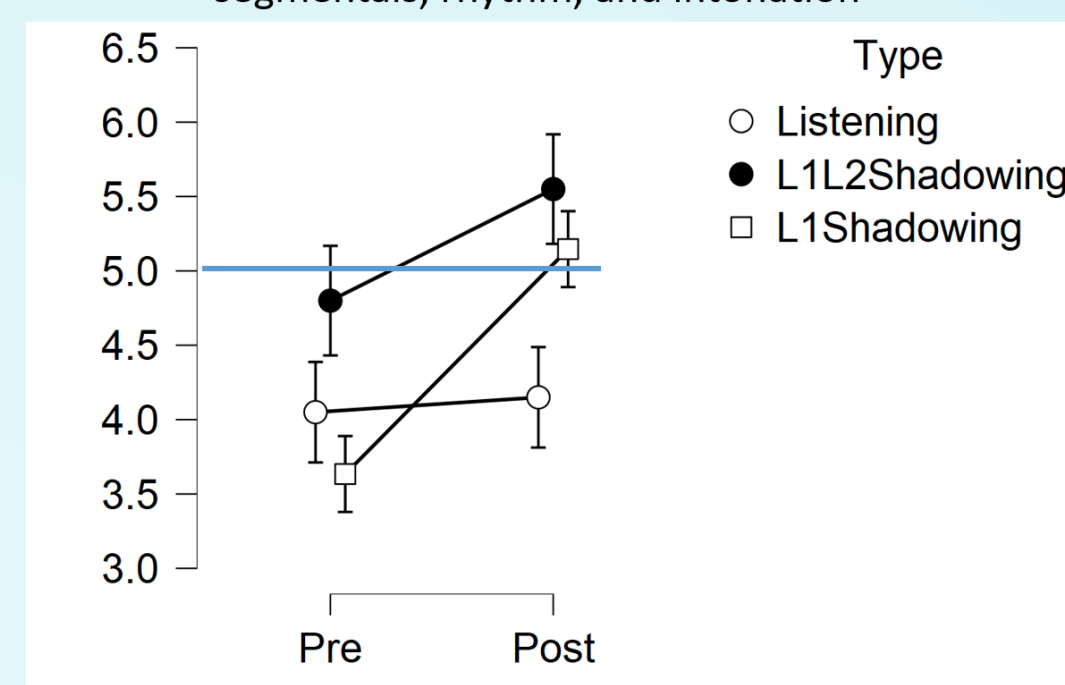
RQ2: Changes in phonological awareness

I feel I came to be able to read it with more English-like pronunciation after listening/shadowing practice

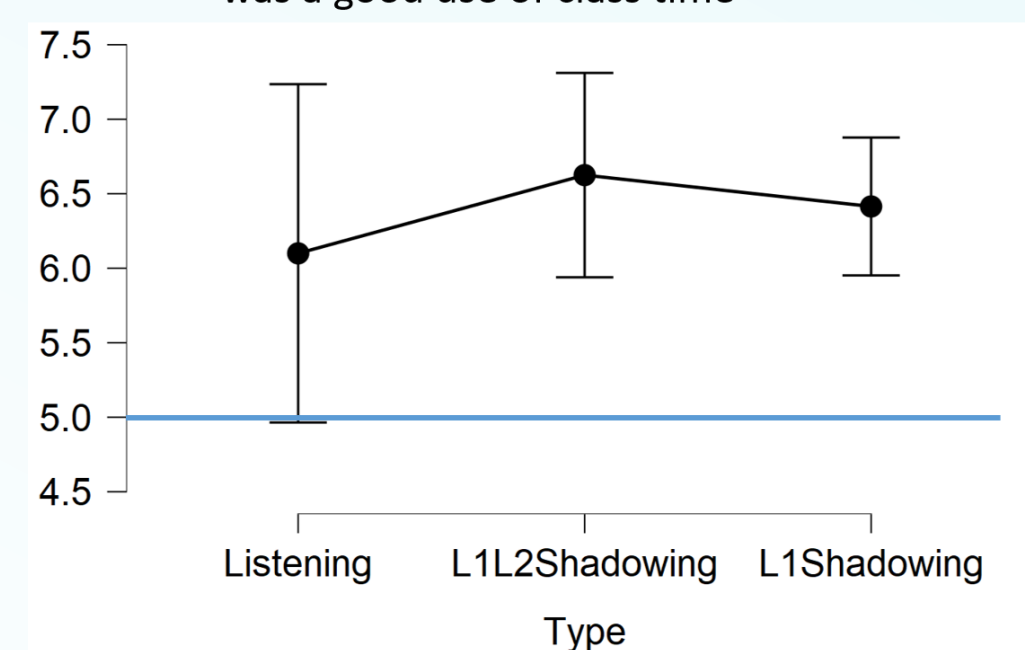Note: No significant differences between groups

I feel I came to be able to read it with more English-like intonation after listening/shadowing practice

Note: L1L2 Shadowing groups significantly higher than listening group ($p < .01$)

I feel I came to be able to read it with more English-like rhythm after listening/shadowing practice

Note: L1L2 Shadowing groups significantly higher than listening group ($p < .05$)

RQ2: Changes in phonological awareness and RQ3: Changes in confidence judging speech

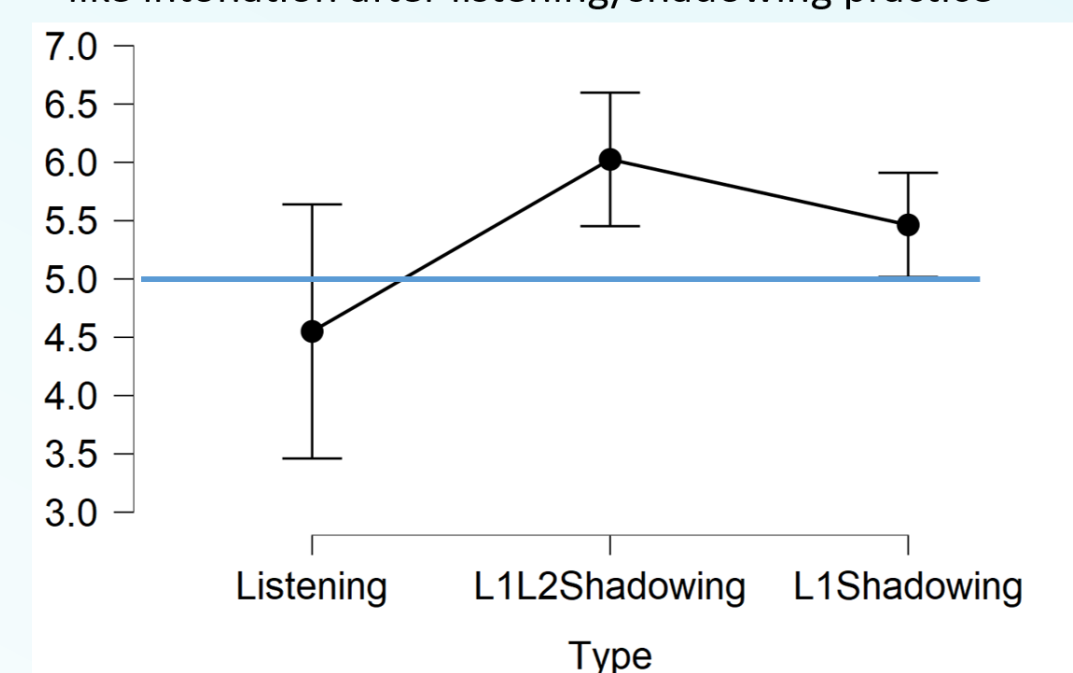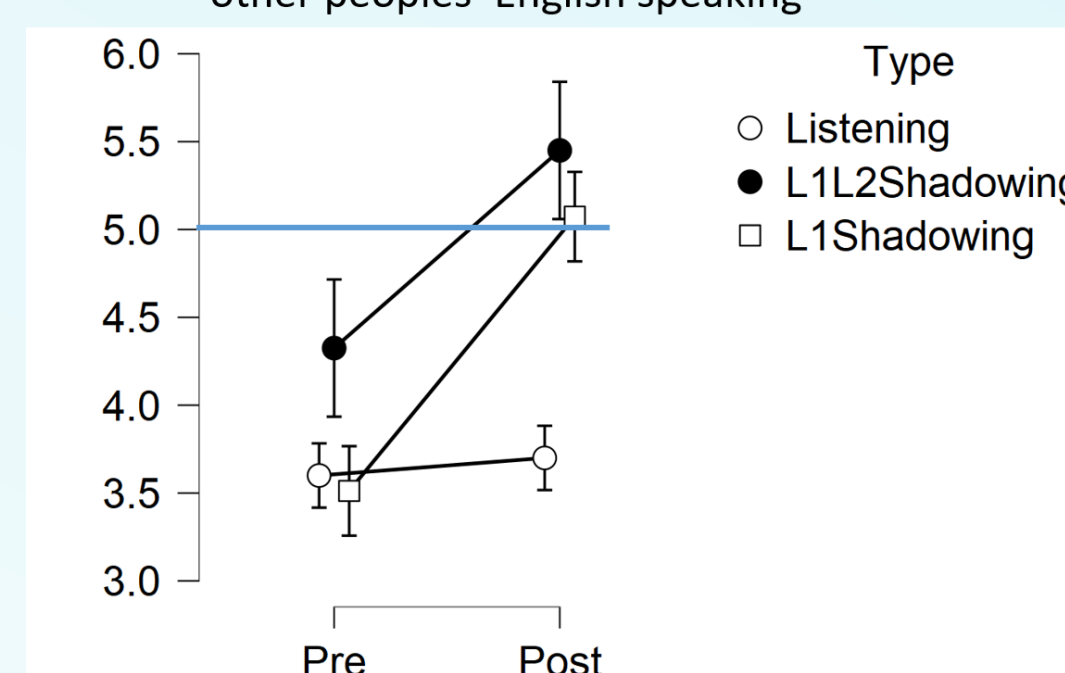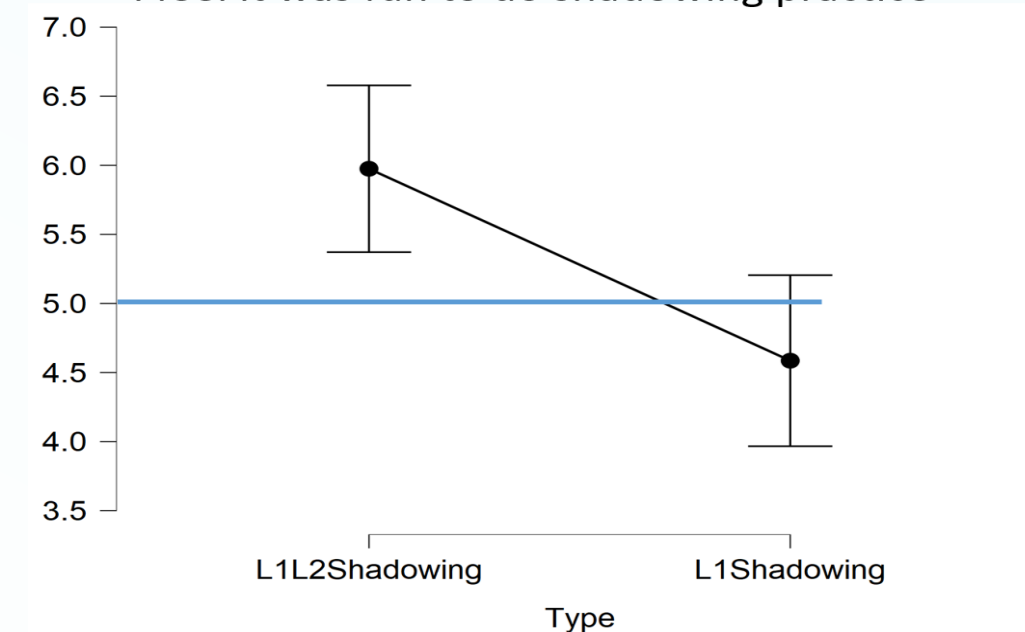### I understand the difference between segmentals, rhythm, and intonation

Note: L1 and L1L2 Shadowing Post significantly higher than Pre ($p < .001, .05$). L1L2 Shadowing Post significantly higher than Listening Post ($p < .05$)

I feel confident in my ability to judge other peoples' English speaking
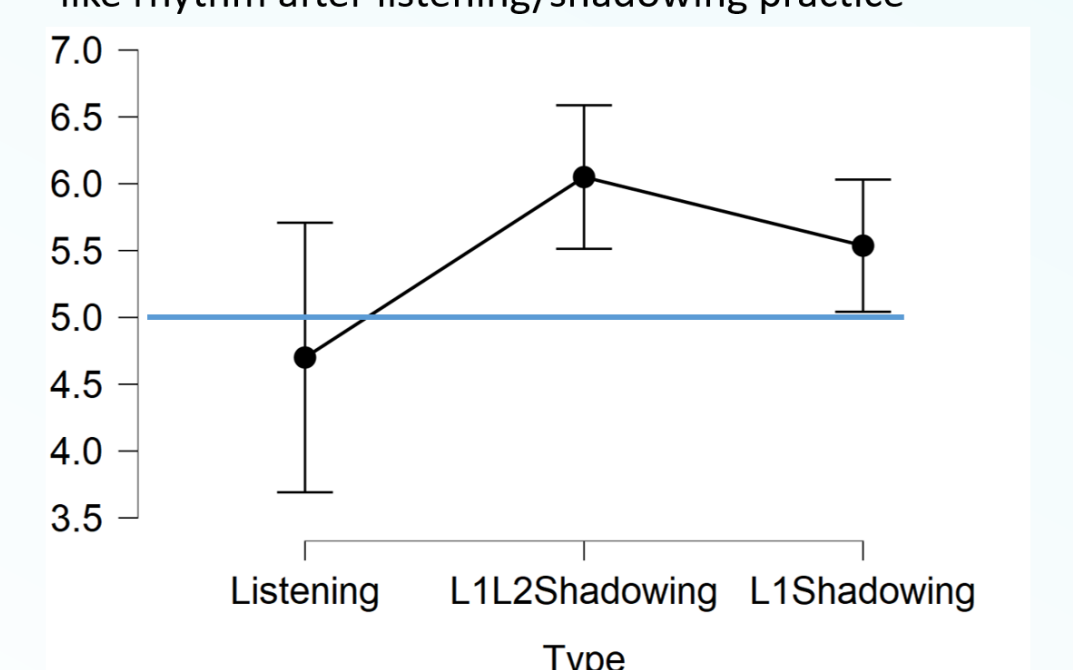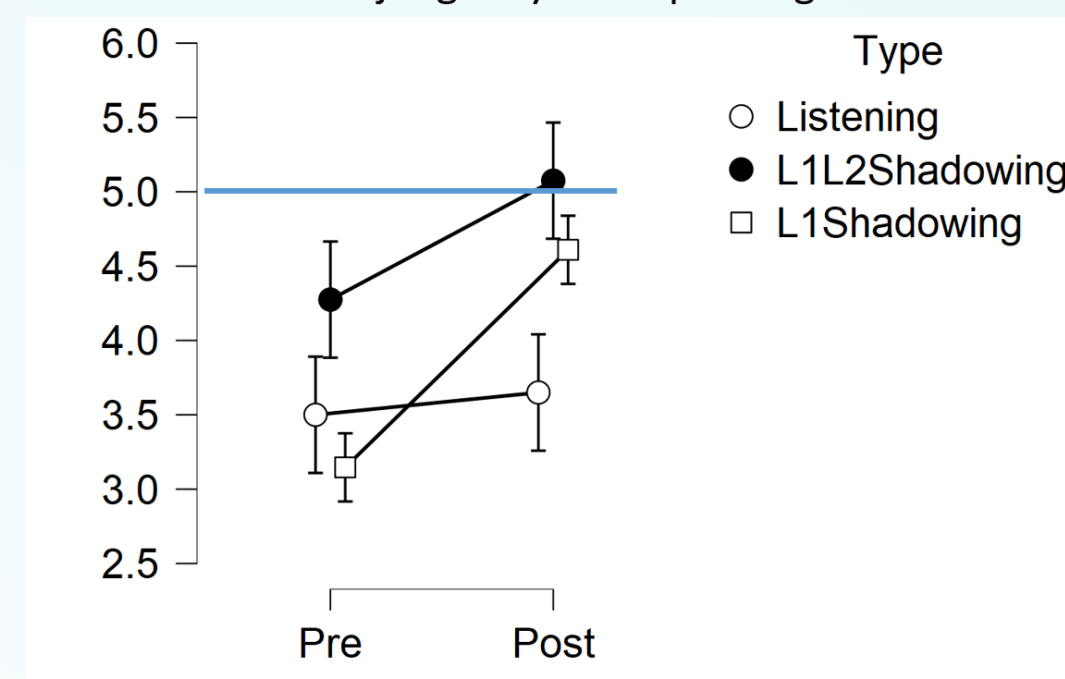

Note: L1 and L1L2 Shadowing Post significantly higher than Pre ($p < .001, .001$). L1 and L1L2 Shadowing Post significantly higher than Listening Post ($p < .05, .001$)

I feel confident in my ability to judge my own speaking

Note: L1 and L1L2 Shadowing Post significantly higher than Pre ($p < .001, .01$). L1L2 Shadowing Post significantly higher than Listening Post ($p < 0.05$)

Results - Qualitative

Coding reasons for L1 and L1L2 shadowing group responses to the statement "I feel it was fun to do shadowing practice" revealed the following trends:
1. Positive Similarities: Improved ability (L1 16%, L1L2 17%), Enjoyed shadowing (L1 13%, L1L2 17%), Improved fluency/speed (L1 11%, L1L2 8%), Enjoyed speaking (L1 8%, L1L2 6%)
2. Positive Differences: Enjoyed matching the sample (L1 3%, L1L2 17%), New experience (L1 3%, L1L2 14%), Self awareness (L1 0%, L1L2 11%)
3. Negative Similarities: Embarrassing (L1 3%, L1L2 6%)
4. Negative Differences: Difficulty shadowing (L1 39%, L1L2 17%), too fast (L1 16%, L1L2 8%), lack of English ability/confidence (L1 11%, L1L2 0%)

Conclusion

- Shadowing, even after a short period, increases confidence in speaking ability, speech judgement, and phonological awareness

- Shadowing both English L1 and L2 speakers may be more enjoyable for students and appears at least as effective as shadowing only native speakers. This may also increase awareness of students' own speaking and be easier to practice.

- Based on these results teachers should consider introducing shadowing into their classes and should have students record and listen to their own speaking samples to gain self-awareness of their speaking abilities.

References

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