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DEVELOPMENT OF L2 ORAL PROFICIENCY THROUGH VIDEO-BASED SHADOWING PRACTICES

Sultan MICIK

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YÜKSEK LİSANS ONAY FORMU

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ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

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To my beloved family

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ÖZET

İkinci Dilde Sözel Becerilerin Video Temelli Gölgeleme Uygulamalarıyla Geliştirilmesi

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Türkiye'de öğrenciler genellikle sınıf dışında yeterli derecede ikinci dil konuşma becerileri pratiği yapma fırsatına sahip değildir. İngilizce telaffuz öğretimi 9-12. sınıf İngilizce eğitim programına entegre edilmiş olmasına rağmen, İngilizce öğretmenlerinin telaffuz eğitimini ihmal ettiği bilinmektedir. Bu sebeple bu çalışmada bir konuşma ve telaffuz etkinliği olan gölgelemenin ikinci dilde anlaşılırlık, telaffuz, tonlama ve konuşma hızı açısından konuşma yeterliliği üzerindeki etkisi araştırılmıştır. Gölgeleme bu çalışmada konuşma özelliklerini inceleme odağı olarak kullanılmıştır. Bu çalışmanın katılımcıları bir devlet üniversitesinde İngiliz dili eğitimi okuyan 56 birinci sınıf öğrencisidir. Katılımcılar video temelli gölgeleme alıştırmalarının ikinci dil öğrenenlerin konuşma özelliklerini geliştirmeleri üzerindeki etkisini ölçmek için deney ve kontrol grubu olarak rastgele belirlendiler. Gölgeleme uygulamasından önce ve sonra deney ve kontrol grubu katılımcılarından ön-test ve son-test olarak aynı paragrafı sesli okurken kendilerini kaydetmeleri istendi. Deney grubu katılımcıları iki haftada bir olmak üzere toplam 11 adet gölgeleme ödevi kaydını geri-dönüt almak üzere hocalarına e-posta olarak gönderdi. Gölgeleme ödevleri tamamlandıktan sonra kontrol ve deney grubu katılımcıları bireysel olarak aynı paragrafı okurken ses kaydı yapıldı. Deney grubu katılımcıları iki haftada bir olmak üzere 11 adet gölgeleme ödevi yaptılar ve her bir gölgeleme ödevine yönelik geri-dönüt almak amacıyla kayıtlarını hocalarına e-posta ile gönderdiler. Çalışma süresi güz ve bahar dönemi olmak üzere iki akademik dönem boyunca sürmüştür

Çalışmanın araştırma sorularını araştırmak için, dil değerlendirme formu, bir anket ve öğrenci görüşmesi olmak üzere üç adet veri toplama aracı kullanıldı. Bu çalışmada 104 adet ön ve son test sesli okuma performansından oluşan dil değerlendirme formları, anadili

İngilizce olan dört değerlendirici tarafından yedi puanlı Likert ölçeği aracılığıyla çevrimiçi olarak değerlendirildi. Dil değerlendirme formlarından elde edilen veriler ANOVA ile analiz edildi. Anket verileri, katılımcıların 5 puanlı Likert ölçeği üzerinden verdiği cevapların sıklığına bakılarak analiz edildi. Ayrıca öğrenci görüşme verileri içerik analizi ile analiz edilmiştir.

Dil değerlendirme formlarına ait betimleyici istatistikler, deney grubu katılımcılarının gölgeleme çalışması sonrasında ikinci dilde anlaşılırlık, tonlama ve konuşma hızı değerlendirmelerinin az miktarda artış olduğunu göstermiştir. Fakat ANOVA analizlerinde ne kontrol grubu ne de deney grubunun konuşma özelliklerinin ön-test son-test karşılaştırmalarında istatistiksel olarak anlamlı farklılık bulunmamıştır. Anket ve katılımcı görüşmelerinin sonuçlarına göre katılımcılar gölgelemenin telaffuzu, tonlamayı geliştirmeye yardımcı olduğunu belirtmiştir. Ayrıca görüşme ve anket sonuçları, katılımcıların gölgeleme tekniğine karşı olumlu tutuma sahip olduklarını göstermiştir. Ancak görüşme sonuçlarında gölgelemeye karşı tutum olarak katılımcı cevaplarının yarısından fazlası gölgelemenin eğlenceli olduğunu ileri sürerken yarısından azı gölgelemenin zaman alan ve sıkıcı bir etkinlik olduğunu ifade etmişlerdir.

Anahtar kelimeler: gölgeleme, konuşma özellikleri, tonlama, ikinci dil öğrenimi

ABSTRACT

Development of L2 Oral Proficiency through Video-Based Shadowing Practices

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In Turkey, learners generally do not have enough opportunities to practice L2 oral skills out of the classroom. Although English pronunciation instruction is integrated into the 9th – 12th grade English curriculum in Turkey, it is known that English teachers ignore teaching pronunciation, especially the suprasegmental features of English language. Thus, the present study investigated the effect of shadowing on improving oral proficiency and pronunciation in terms of comprehensibility, pronunciation, intonation, and speech rate. Shadowing was utilized as a focus of investigation of the speech features in the current study. Participants of the study were 56 freshmen studying at an English language teaching program of a public university. Participants were randomly assigned to an experimental and a control group to measure the effect of video-based shadowing on L2 learners' speech features by comparing both groups' improvements. Before and after the shadowing intervention both experimental and control group were asked to read aloud the same passage as pre- and post-test, which was recorded. Participants of experimental group carried out 11 shadowing tasks bi-weekly and e-mailed their recordings to their instructor to receive feedback for each shadowing task. The duration of the study was two academic terms.

There were three data collection instruments to investigate the research questions: rater forms, a survey, and a semi-structured interview. The language assessment forms including 104 pre- and post-read-aloud performances were rated online through a 7-point Likert scale by four native speakers of English. The results of the ratings were analyzed through ANOVAs. The data of the survey were analyzed through the frequency of the

participants' answers to 5-point Likert scale. Moreover, the interview data were analyzed through content analysis.

The descriptive statistics related to the language assessment forms revealed that the experimental group participants demonstrated little increase in their comprehensibility, intonation, speech rate ratings but not in pronunciation of individual sounds through shadowing practices. However, the pre- and post-test differences were not found to be statistically significant in the ANOVA analysis, regardless of the group. The results of the survey and the interviews revealed that participants of the experimental group believed that shadowing helps enhance pronunciation. Furthermore, the results of the interview and the survey illustrated that participants had a positive attitude towards shadowing. However, while more than half of the participants' responses expressed shadowing was fun, less than half of the responses reported that shadowing was time-consuming and almost boring.

Keywords: shadowing, speech features, intonation, second language learning

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CHAPTER I

1. INTRODUCTION

This chapter consists of six sections. In the first place, information about the background to the impact of shadowing technique on learning second language (L2) is presented. Then, the problem statement of the study, the purpose of the study, research questions, and the significance of the study are stated, respectively. Finally, there are limitations and assumptions for the study.

1.1. Background of the Study

Developing the oral skills of L2 learners has been emphasized since the introduction of the Communicative Language Teaching (CLT) method in the late 1970s. Speaking appears to be the most important skill among the four language skills instinctively and also knowing a language indicates being a speaker of the target language (Ur, 1996). On the other hand, Sayuri (2016) claims that speaking English is difficult because learners also need to master several vital features, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Due to the fact that the present study focused on the improvement of L2 oral proficiency, some of the components of speaking skill: comprehensibility, pronunciation, overall intonation, and speech rate are the main concerns of the study.

To begin with, comprehensibility, referring to how listeners understand the L2 speech of a speaker with ease or difficulty, is crucial for L2 oral proficiency (Saito, Nagasawa, & Ishikawa, 2010). Comprehensibility rather than linguistic nativelikeness is a realistic goal for L2 learners (Brown, 2007; Derwing & Munro, 2009). Thus, comprehensibility is one of the speech features that the current study addressed through shadowing practices.

One of the speech features, pronunciation is a fundamental element of L2 learning, given that it impacts learners' both communicative competence and performance straightforwardly. As Harmer (2007) points out, "If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech." (p. 343). Improving pronunciation is an indispensable component of oral proficiency for L2 language learners to communicate successfully (Rajadurai, 2007).

According to Brown (2007), stress, rhythm, and intonation, which transmit crucial messages are the most essential characteristics of English pronunciation. Although the importance of pronunciation in L2 learning is obvious, it has been one of the most neglected areas and the teaching of pronunciation has not received considerable attention in second language teaching (Celce-Murcia, Brinton, & Goodwin, 1996; Derwing, Fraser, Kang & Thompson, 2014; Harmer, 2007). This is possibly due to the 'let-it-just-happen' approaches to second language teaching (Brown, 2007) or the belief that learners will improve their pronunciation with enough time and exposure to the target language (Martinsen, Montgomery, & Willardson, 2017). When CLT emerged, the teaching of pronunciation became insignificant and was given little attention initially (Spada & Lightbown, 2006). After a while, teaching pronunciation was integrated into CLT because teaching suprasegmental features, such as rhythm, stress, and intonation were regarded as likely to impact communication (Celce-Murcia, et al., 1996).

Teaching pronunciation strategies have also been neglected by English teachers in English in foreign language teaching settings (Hişmanoğlu, 2012) and it is reported that teachers rarely tend to teach pronunciation explicitly, possibly because of the burden of teaching a foreign language or the complexity of pronunciation teaching (Harmer, 2007). From this point of view, it is crucial to help second language learners develop the speech features of a foreign language on their own.

Learning pronunciation has gained popularity as a research area in recent years (Brown, 2007; Derwing, Munro, & Carbonaro, 2000; Dornyei & Shekan, 2003). However, there are still untouched issues about which activities or techniques may help L2 learners to enhance their speech features more. In this vein, the present research utilized the shadowing technique as an alternative pronunciation practice technique in English language education (ELT) and EFL contexts.

The last speech feature of this study, speech rate, is the speed of a learners' L2 speech. Speaking too fast or too slow can cause difficulties to be understood and followed. A quite well speech rate needs to sound authentic to interlocutors and needs to be followed easily. According to the study of Hayashi and Rongna (2012), shadowing affects the improvement of speech rate. Hence, speech rate is one of the speech features that will be investigated via shadowing practices in terms of enhancing oral proficiency in the current study.

Shadowing is defined in the present study as a technique, whereby the learner listens to a model speaker and repeats the speech as closely as possible, with only a very slight delay. The technique provides learners with the chance to practice English speech features. Even though the emergence of shadowing dates back to the 1950s, the concept of shadowing has been transferred to the field of language teaching and the popularity of the technique in ELT has increased recently. In the past twenty years, several studies have revealed that shadowing is helpful for L2 learners in terms of improving their listening comprehension (Hamada, 2015, 2017; Lin, 2009; Saito, et al., 2010; Sumiyoshi, 2019).

The research that has been carried out so far indicated that L2 learners improved their speaking skills by practicing shadowing, especially in terms of pronunciation skills (e.g., Bovee & Stewart, 2009; Foote & McDonough, 2017, Hsieh, Dong & Wang, 2013; Martinsen, et al., 2017; Mishima & Cheng, 2017; Mori, 2011; Rongna & Hayashi, 2012). Bovee and Stewart's study (2009) focused on general pronunciation through shadowing exercises and revealed that the participants improved their pronunciation. Besides, the participants had positive attitudes towards shadowing. Moreover, Mori's study (2011) revealed that shadowing helps learners to improve rhythm, intonation, and stress. The effects of the shadowing technique on pitch accent and speech rate were investigated, and the results illustrated that shadowing affected the learners' speech rate in the study of Rongna and Hayashi (2012). Hsieh et al. (2013) revealed that shadowing was beneficial to enhance pronunciation, intonation, and fluency in a preliminary study. Martinsen et al. (2017) examined the impact of the shadowing technique with tracking exercises on pronunciation through a pre- and post-read-aloud task and a free-response task. The participants showed improvement in pronunciation only in the read-aloud tasks but not in the free-response task. (Martinsen et al., 2017). A pilot study on shadowing was done by Mishima and Cheng (2017) in which shadowing was found useful for developing overall speaking skills, fluency, pronunciation, and rhythm. Also, Foote and McDonough (2017) studied comprehensibility, accent, and fluency of L2 learners by utilizing shadowing in an ESL context and pointed out that participants showed significant development in the ability of shadowing, comprehensibility, and fluency but not in accentedness.

There has been limited research that employed the rating method to measure the improvement of speech features through shadowing training (e.g., Bovee & Stewart, 2009; Foote & McDonough, 2017; Martinsen et al., 2017). Also, to our knowledge, no previous research has used the shadowing technique to investigate L2 oral proficiency in Turkey.

Thus, this research aimed to examine the efficacy of shadowing with the help of instructor feedback on comprehensibility, pronunciation errors, overall intonation and rhythm, and speech rate by employing the speech rating method in an EFL context.

1.2. Problem Statement

Teaching pronunciation has been one of the most ignored parts of second language teaching, though it is crucial to gain oral proficiency (Celce-Murcia, et al., 1996; Derwing, Fraser, Kang & Thompson, 2014 Harmer, 2007,). However, a person needs to speak the language s/he learns in order to be a speaker of that language (Ur, 1996). In addition, acquiring the speech features of a foreign language is crucial to be comprehensible in the target language.

In Turkey, students do not have enough opportunities to practice speaking English as a foreign language (EFL) outside of their classes. In the English language education program, there is no L2 pronunciation instruction from the 2nd to the 8th grade in Turkey. Pronunciation teaching is integrated into the English language education program in the 9th, 10th, 11th, and 12th grade levels. However, it was observed that most English teachers ignore teaching pronunciation, specifically the suprasegmental features of English in class (Yağız, 2018). In the study of Yağız, 164 English teachers from public schools and instructors from universities were the participants. The purpose of the study was to investigate the participants' understanding of English pronunciation and their classroom activities related to L2 pronunciation. A questionnaire, face-to-face semi-structured interviews, and observations of the participants in their classroom were conducted to collect data. Results illustrated that the participants thought that they were proficient in English pronunciation. However, it was observed that most of the participants' L2 pronunciation teaching and evaluation should be enhanced (Yağız, 2018).

There is a relatively small body of literature that is concerned with the effect of video-based shadowing on L2 oral proficiency. At the outset of this study, studies on shadowing in the Turkish EFL context were lacking. Hence, this study investigated the video-based shadowing technique as an opportunity to practice L2 oral skills and aimed to understand whether B1 proficiency level EFL learners benefit from the shadowing technique while improving their L2 oral proficiency.

1.3. Purpose of the Study

This study aims at investigating the effects of video-based shadowing on some speech features, such as comprehensibility, pronunciation, intonation, rhythm, and speech rate in the EFL context, and the learners' reflections about their experience. Video-based shadowing was also employed to provide an opportunity for L2 learners to practice oral skills outside the classroom.

The study intends to examine the effect of shadowing on the speech features through native speaker ratings of participants' pre and post-test recordings. The reason for the native speaker raters participating in the present study was to investigate whether the effect of the shadowing practices on the speech features of Turkish EFL learners was noticeable to the native listeners. This study also aims to explore learners' attitudes towards shadowing practices through a survey and a semi-structured interview. In conclusion, this research project intends to examine whether the video-based shadowing technique is efficient and practical in terms of improving components of oral proficiency: comprehensibility, pronunciation errors, overall intonation and rhythm, and speech rate of EFL learners.

1.4. Research Questions

This study was conducted with the overarching aim of investigating to what extent shadowing improves EFL learners' speaking features: pronunciation, intonation, stress, and speech rate and to what extent the participants find shadowing practices helpful to enhance oral proficiency. To this end, the following research questions were formulated:

1. To what extent do a group of upper-intermediate L2 English speakers' read-aloud recordings before and after a shadowing practice experiment differ in terms of comprehensibility, pronunciation, intonation and rhythm, and speech rate?
2. How does a group of upper-intermediate L2 English speakers evaluate the effectiveness of the shadowing practices and its influences over their speech features?

1.5. Significance of the Study

The present study is significant in many aspects. First, there is little research that is specifically concerned with the effect of video-based shadowing on L2 oral proficiency. In addition, at the time of writing, studies focusing on shadowing in the Turkish EFL context were lacking. So, this study will probably be the first research study on the effects of the

shadowing technique on oral skills in the Turkish EFL context. Secondly, this research will investigate the impact of the shadowing technique on the improvement of speech features of L2 learners through four English native speakers' ratings of the participants' pre- and post-test read-aloud performances. The results of this study might reveal significant outcomes of shadowing which may be attractive for instructors aiming to boost L2 learners' oral skills via video-based shadowing. Furthermore, the study will present some insights into the experiences, thoughts, and feelings of EFL learners about the video-based shadowing technique. The findings of this paper may help the instructors to decide who benefits from shadowing and how. Also, the present study offers the shadowing technique to instructors and L2 learners as a way of practicing the target language speech features easily whenever learners want, with the help of everyday technology.

1.6. Limitations and Assumptions of the Study

There are several assumptions of the study. It was predicted that giving feedback to each shadowing performance would increase participants' attention on the speech features and improve their oral proficiency in terms of pronunciation, intonation, and speech rate. Showing them their weaknesses and strengths in their L2 speech through feedback would possibly motivate them to acquire the language more easily and naturally and correct their pronunciation mistakes.

As for the limitations, the number of participants was limited in this study. In the beginning, 60 first-year ELT students were included in the experimental group in intact classes but, only 32 of them completed all of the eleven shadowing tasks since assignment/task completion rates are overall low in that specific school context. Thus, generalizing the results of this study for a larger population from different backgrounds is difficult. More participants are required to obtain more externally valid results. Also, the participants carried out the tasks at home, which made it difficult for the researcher to control location effects. Furthermore, participants' personalities, interests, predisposition, or attitudes to L2 learning may differ, which might have affected the results of the present study.

CHAPTER II

2. LITERATURE REVIEW

2.1. Theoretical Framework

Here the theoretical framework of the study is presented. This study investigates the effects of video-based shadowing practices on oral proficiency in terms of comprehensibility, pronunciation errors, overall intonation and rhythm, and speech rate. The definition of video-based shadowing employed in the present study is a task whereby the learner watches a model speaker and repeats their speech by either reading the subtitles or as close as possible with only a very slight delay, providing learners with the chance to practice L2 speech features. In the present study, complete shadowing (Murphey, 2001) is employed which will be explained in this chapter later. The video-based shadowing tasks were given as assignments to the participants bi-weekly. So, in this research shadowing is utilized as a self-study which is practiced out of class individually.

Due to its resemblance to the repetition technique of the Audio-lingual Method, shadowing seems like a technique of the behaviorist approach. However, the root of shadowing lies in cognitive psychology. It was originally used for measuring selective attention in L1 (Bovee & Stewart, 2009; Cherry, 1953; Hamada, 2015). Furthermore, the learner only pays attention to the sounds of the model speech when shadowing, though attention is divided into the meaning and grammatical rules when repeating a sentence (Hamada, 2017). There is also some research that compares repetition and shadowing (Hsieh et al., 2013; Shiki, Mori, Katoda, Yoshida, 2010). In the related section, these studies will be summarized in detail.

Shadowing has long been known to be beneficial for only improving L2 listening comprehension (Hamada, 2017). However, Katoda (2019) suggested that besides L2 listening skills, shadowing fosters speaking skills, helps to learn vocabulary, formula, and

develops metacognitive monitoring and control. Some of the research on shadowing draws attention to Baddeley's theory of working memory as the theoretical background of shadowing (Nakayama & Mori, 2012; Sumiyoshi & Svetanant, 2017; Teeter, 2017). Since practicing shadowing requires listening to the stimuli and repeating it as closely as possible, shadowing seems to be related to working memory. Working memory is defined as the systems that are presumably required to preserve information in the mind temporarily and manipulating the information needed much as carrying out multifaceted tasks such as reasoning, comprehension, and learning (Baddeley, 1992, 2010). According to Baddeley, the definition of the working memory system is derived from the short-term memory system.

The central executive, the visuospatial sketchpad, and the phonological loop are the three components of the working memory (Baddeley, 1992). The central executive works as an attention-controlling system that has no storage capacity; the visuospatial sketchpad operates as processing visual images, and the phonological loop is for storage of incoming speech sound temporarily, which is assumed to last one or two seconds. The phonological loop is considered to have three functions, which are the listening process, phonological short-term storage, and subvocal rehearsal. Besides, the phonological loop is required for the acquisition of both first and second language vocabulary by storing and rehearsing the information generated from spoken language (Baddeley, 1992).

Moving on now to consider the opportunities that video-based shadowing offers to L2 learners and its theoretical background, learners lacking the opportunity to practice English out of classes are expected to increase awareness of their pronunciation errors, the importance of intonation and speech rate through shadowing native speakers. Participants may benefit from comparing their shadowing performances with a model speaker to become more comprehensible in the target language. Also, the video-based shadowing technique employed in the present study provides feedback to L2 learners to make them aware of their strengths and weaknesses in terms of specific speech features.

In brief, the theoretical background of the shadowing technique was discussed in this section. The definitions of terms and the theories behind shadowing or related to shadowing were delineated. In the light of the theoretical background, shadowing is employed in this study as a technique to provide oral proficiency practice to the

participants in terms of comprehensibility, pronunciation errors, overall intonation and rhythm, and speech rate.

2.2. What is Shadowing?

Tamai (1997), one of the first researchers who utilized shadowing in an EFL context, defined shadowing as "an act or a task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the incoming information" (pp. 105–106) (Tamai, 1997 cited in Sumiyoshi, 2019). On the other hand, Hamada (2017) simply describes shadowing as repeating what one hears simultaneously as correctly as possible and exemplifies that shadowing is an act that people do while trying to sing along a familiar song with a slight delay, as though one was shadowing the singer (p. xiii). Given that shadowing requires listening to the incoming information attentively, shadowing is not a meaningless repetition practice. However, in both Tamai's and Hamada's definitions, only the listening skill is emphasized because their studies are based on shadowing for listening comprehension (Hamada, 2017).

According to Foote (2017), shadowing shows potential in pronunciation instruction and thus is called a pronunciation practice technique. Additionally, Foote and McDonough (2017) claimed that "shadowing offers learners a way to practice their pronunciation (thus potentially improving comprehensibility) without the need for explicit instruction." (p. 35). Also, Katoda (2019) claimed that shadowing enhances listening comprehension, vocabulary learning, grammar learning, speaking, and monitoring one's learning process.

To sum up, though the definition of shadowing has almost remained the same, its meaning expanded dramatically because the places of use for shadowing changed in time. The definition of shadowing technique for language learning can be summarized as repeating what you hear in sync in the target language. While practicing shadowing, learners follow a model speaker's speech simultaneously with the purpose of fostering L2 skills. In this study, shadowing is defined as a task, whereby the learner listens to a model speaker and repeats the speech as closely as possible, with only a very slight delay.

2.3. Background of Shadowing

Shadowing was originally used in the field of cognitive psychology in order to test selective attention in the first language (L1) (Bovee & Stewart, 2009; Cherry, 1953; Hamada, 2015). On the other hand, shadowing was utilized as a treatment of stuttering, which is a speaking disorder also known as stammering (Harbison, Porter & Tobey, 1989). Also, shadowing has been known as an interpreting practice technique in L1 (Hamada,

2017; Lambert, 1992; Weber, 1984), for shadowing requires listening and speaking simultaneously or with a little delay. Recently, shadowing has been utilized as a language learning technique in ESL and EFL contexts (Foote, 2017; Hamada, 2017). Shadowing for the purpose of learning or teaching a foreign language first emerged in Japan, where the technique was already used for training beginner interpreters (Foote, 2017). Thus, most of the first articles written on shadowing were published in Japan and shadowing first gained recognition in East Asia (Hamada, 2015). Besides, the use of using shadowing for L2 learning, particularly in both EFL and ESL contexts all around the world, is increasing popularity (e.g., Foote & McDonough, 2017; Lin, 2009; Martinsen, et al., 2017; Sumiyoshi & Svetanant, 2017).

Tamai (1997) is known as the first researcher who published an academic study on shadowing in the EFL learning context (cited in Hamada, 2014). Before the work of Tamai (1992), the role of shadowing in the EFL context was largely unknown. Shadowing was implied for improving L2 learners' listening skills initially, especially for bottom-up listening.

Only in the past twenty years have studies of shadowing directly addressed how shadowing is helpful for L2 learners in terms of listening skills (e.g., Hamada, 2015, 2017; Lin, 2009; Saito, et al., 2010; Sumiyoshi, 2019) and how it affects the motivation of learners to learn a foreign language (Sumiyoshi & Svetanant, 2017; Teeter, 2017). Also, some studies have been conducted on how shadowing should be implemented in second language teaching settings and how language learners should practice shadowing (Hamada, 2017; Katoda & Tamai, 2004; Katoda, 2019; Murphey, 2001).

There have been shadowing studies in the scope of pronunciation improvement of L2 learners (Bovee and Steward, 2009; Martinsen, et al., 2017). Rongna and Hayashi (2012) investigated the impact of shadowing technique on pitch accent, and speech rate. On the other hand, Mori's study (2011) revealed that shadowing helps learners to improve rhythm, intonation, and stress. On the other hand, the impact of shadowing on overall speaking skills has been studied (Lin, 2009). However, there has been only one study that worked on developing comprehensibility, accent, and fluency through the shadowing technique (Foote & McDonough, 2017). Only a few studies focused on the effect of the video-based shadowing technique on L2 oral production and there was a limited number of findings on the outcomes of shadowing technique on speech features. Therefore, the

present study investigated the effect of shadowing on oral proficiency and it focused on some specific speech features: comprehensibility, pronunciation, overall intonation and rhythm, and speech rate.

2.4. Variations of Shadowing

There have been several variations of shadowing since it was utilized as a language learning technique. Murphey (2001) noted that *complete shadowing, selective shadowing, and interactive shadowing* are three types of practicing shadowing. In *complete shadowing*, a learner shadows each word that the model speaker produces. *Selective shadowing* refers to shadowing only specific words or phrases. If a learner carries out the shadowing task by adding comments, exclamation words, or interjections to certain parts of the model speech such as "oh really, wow, etc.", it is called *interactive shadowing* (Murphey, 2001). Furthermore, Hamada (2014) outlined two variations of shadowing such as *pre-shadowing/bottom-up* shadowing and *post-shadowing/top-down shadowing*. In pre-shadowing/bottom-up shadowing, learners read the text of the script and study it before shadowing the material. In contrast, in post-shadowing/top-down shadowing, learners shadow the material without reading the script before shadowing (Hamada, 2014). In some studies, participants follow a set of shadowing steps while practicing shadowing. For instance, in Sumiyoshi and Svetanant 's study (2017), six shadowing steps recommended by Tamai and Kadota (2004) were followed. The six shadowing steps are listed below.

> "1) Listening: listening to the audio without the script and trying to roughly grasp the content and the speech style.
> 2) Mumbling: shadowing without the script, focusing on the heard sound rather than reproducing pronunciation.
> 3) Synchronized reading (content understanding): shadowing with the script, focusing on the meaning of the script.
> 4) Prosody shadowing: shadowing focusing on prosodic features, such as stress, rhythm, intonation, speed, and pause.
> 5) Synchronized reading (difficult points): shadowing with the script, focusing on the parts listeners find difficult.
> 6) Content shadowing: shadowing focusing on the content without reading the script (Tamai & Kadota, 2004, p. 62 cited in Sumiyoshi & Svetanant, 2017)"

2.5. Shadowing Materials

As stated in the definitions of shadowing, there must be a model speech to practice shadowing. Therefore, various audio types, such as textbook CDs which were prepared as teaching materials (Hamada, 2015), radio podcasts, audio components of standardized tests like TOEFL and TOEIC (Teeter, 2017) can be utilized as shadowing materials in second language learning. Moreover, movies, TV series, and TV programs, which have been used

in shadowing studies (Foote & McDonough, 2017; Martinsen, et al., 2017; Saito, et al., 2010) provide a good source for video-based shadowing. News video clips (Mori, 2011) and TED Talks including monologues about different topics are also adapted into shadowing activities (Mishima & Cheng, 2017). Apart from all such auditory materials, the researcher Sumiyoshi, who is a speaker of Japanese, recorded his audio materials in Japanese in their study in order to create suitable materials considering speech rate (Sumiyoshi & Svetanant, 2017).

2.6. Shadowing Studies on Listening Comprehension Skill

As mentioned before, shadowing was initially utilized for enhancing listening skills (Hamada, 2014, 2015, 2017; Lin, 2009; Saito, et al., 2010; Sumiyoshi, 2019). Hence, there are more studies on shadowing for listening comprehension than these for speaking proficiency. Some of these studies which have been recently conducted are reviewed here to point out that shadowing has a great deal of impact on improving listening skills.

Hamada (2015) carried out a study examining the effects of shadowing on 43 university students' English listening comprehension skills and phoneme perception. A pre-test, which comprised 20 standardized listening test items and 22 dictation cloze test items, was applied to the participants. The participants were separated into two groups as low and intermediate achievers. Hamada gave nine shadowing-based lessons using an EFL textbook and a post-test was conducted. Data analysis suggested that only low achievers made a significant improvement in listening comprehension, but both groups enhanced phoneme perception. However, in this study, there is a lack of a control group to compare the progress of participants in terms of listening comprehension and phoneme perception.

Teeter's study (2017) investigated the motivation of L2 learners through shadowing technique for improving listening skills. The participants, who were 1001 university students in Japan, were assigned to do five shadowing tasks weekly and submit their recordings to their teacher for 14 weeks. A shadowing application providing listening recordings for shadowing practice was utilized and this shadowing application, developed by university instructors, was accessible from mobile phones, tablets, and computers. Participants were able to record themselves as many times as they wanted and chose the final version of their recording to submit to their instructors. Before and after the shadowing intervention, a TOEIC listening test was administered to measure changes in participants' development. Results revealed that the participants who practiced shadowing

more than an hour weekly improved their listening test scores and those who received a high score in the pre-test maintained their previous scores. On the other hand, to investigate students' attitudes and motivation to learn English, a questionnaire consisting of 47 6-point Likert scale items in Japanese was conducted through SurveyMonkey. The results pointed out that participants' linguistic self-confidence, interest in English, ideal L2 self were enhanced significantly. Also, the participants demonstrated improvement in attitudes towards communicating in English, and in their perceptions of English ability (Teeter, 2017). Nevertheless, this study also lacks a control group to compare the development of the shadowing group.

Unlike other researchers who studied shadowing and its effect on listening skills, Sumiyoshi (2019) examined speed progression to investigate foreign language learners' sound recognition ability through the shadowing technique in an EFL context. Twenty-nine university students, who were learners of Japanese as a foreign language, in an Australian university were the participants of the study. Nine participants who had taken advanced spoken Japanese course were in the experimental group and 20 participants enrolled in the advanced Japanese course were in the control group. Pre-test and post-test, comprising 24 questions examined listening comprehension and 10 dictation items, examined the ability to recognize sounds. The results revealed that listening comprehension and dictation at both slow and fast speed were improved by the experimental group. On the other hand, only dictation in slow speed was improved in the control group (Sumiyoshi, 2019). This research is notable in terms of highlighting the importance of the speed of material for shadowing and its impact on listening comprehension. A summary of the key studies on the effects of shadowing on listening skills are presented in Table 2.1.

Table 2.1. *Recent Studies on the Effects of Shadowing on Listening Skills*

Research	Participants	L2	Instruments	Findings
Hamada (2015)	43 Japanese university students	English	Standardized listening test and dictation cloze test	- Only low achievers made a significant improvement in listening comprehension in their L2. - Both low and intermediate achievers enhanced phoneme perception in English.
Teeter (2017)	1001 Japanese university students	English	Standardized listening test and a motivation questionnaire	- Participants enhanced linguistic self-confidence, interest in English and ideal L2 self. Also, attitudes towards communicating in the L2, and perceptions of English ability were developed.

Sumiyoshi (2019)	29 Australian university students (English)	Japanese	Standardized listening test and dictation cloze test	- Listening comprehension and dictation at both slow and fast speed in Japanese were improved by the experimental group. The control group demonstrated enhancement merely in slow-speed dictation.

2.7. Shadowing Studies on Oral Proficiency

Oral proficiency consists of some speech features, such as pronunciation, sentence or word stress, intonation, fluency, accent, and speech rate. L2 learners mostly have difficulty in developing these speech features, especially in an EFL context possibly because of the lack of sufficient amount of exposure to the target language or ignorance of the importance of these issues in teaching contexts. Shadowing studies on speaking features so far suggest that shadowing is effective in improving L2 learners' oral proficiency (Bovee & Stewart, 2009; Foote & McDonough, 2017; Hsieh, et al., 2013; Lin, 2009; Martinsen, et al., 2017; Mori, 2011; Rongna & Hayashi, 2012).

Pronunciation has been an important factor in enhancing oral proficiency for second language learners. The studies about shadowing on speaking features that focused on pronunciation show potential concerning pronunciation (Bovee & Stewart, 2009; Hsieh, et al., 2013; Mori, 2011; Rongna & Hayashi, 2012). One of the notable studies in the literature concerned with shadowing for pronunciation was a pilot study carried out by Bovee and Steward in 2009. Their study was significant because while most of the studies used computer programs to evaluate the participants' pronunciation development, the assessment of participants was carried out by eight native speaker raters and these raters' agreement on each participant's improvement was examined in the study. In this study, 400 first- and second-year Japanese university students were the participants of the study. English was a compulsory subject for first- and second-year students. The participants practiced shadowing in English and recorded themselves while shadowing the assigned audio file. They e-mailed their recordings to their teachers to be graded once a week. In 13 weeks, participants were supposed to complete 10 shadowing tasks. Randomly selected 21 college students' pre- and post-test recordings were independently rated by eight native English speakers and a survey was applied to participants. Results revealed that a majority of the participants improved their pronunciation; specifically, the low-level students showed the greatest improvement compared with their pre-recordings and the results of the survey suggested that participants had a positive experience during shadowing tasks. Additionally, 67% of participants thought their pronunciation got better in individual words

and 73% thought that their intonation improved (Bovee & Stewart, 2009). In their study, there was no pre-test and post-test implementation to measure the participants' level of oral proficiency before and after shadowing intervention; instead, their pre- and post-shadowing recordings of the same material were rated. This study demonstrated that learners benefited from shadowing; shadowing improved participants' overall pronunciation and participants developed a positive attitude towards shadowing as a language learning task.

Another research study that focused on the effects of shadowing on pronunciation was carried out by Mori (2011). Mori's study explained the steps of shadowing tasks for participants in detail. Mori examined prosody, which includes rhythm, intonation, and stress, utilizing shadowing in a computer-assisted language learning (CALL) room. Participants were 20 Japanese college students who were EFL learners and practiced shadowing in English for 10 weeks. The selected materials were five different video news clips which were divided into two as 1-minute and 1.20-minute parts. Each video was clipped from 'ABC News 9', so they were all in American accent. Participants could lower the speed while shadowing if necessary. Oral reading, namely the read-aloud test, was applied to obtain acoustic data from pre- and post-shadowing tests. Participants recorded themselves while reading a paragraph aloud without listening to a model before or during the test in the CALL room individually. Participants were allowed to re-record themselves if they make a mistake while recording, or if they do not like the recording. Acoustic analysis was performed on the computer and the results suggested participants made significant progress in their English rhythm, intonation, and final lengthening by practicing shadowing for 10 weeks in speaking lessons (Mori, 2011). However, the pre- and post-tests of participants were not rated by human raters to state whether the improvement of the speech features of the participants was noticeable for people or not.

Hsieh et al. (2013) investigated the efficacy of shadowing for pronunciation fluency, and intonation by comparing it with the repetition technique at the word and sentence level in their preliminary study. This study is significant because only this study includes a control group and an experimental group among the studies on the effect of shadowing on pronunciation. Also, this study showed that the shadowing technique is better than the repetition technique for fostering pronunciation. Fourteen Taiwanese university students were grouped into experimental and control groups. A pronunciation program called My English Tutor, also known as MyET was used for the participants' training. The computer program uses a typical repetition technique and provides immediate

feedback to the learners' pronunciation in terms of vowels, consonants, and overall pronunciation. For overall pronunciation, MyET evaluates the volume, intonation, speed, and fluency of the participants. A pre-test was applied to 14 participants. After two weeks, all participants in both experimental and the control groups were given assignments on MyET with repetition tasks. However, the experimental group took eight hours of shadowing instruction from the instructor in two weeks. At the end of the semester, a post-test was given. As pre- and post-tests, 28 audio files were gathered to be analyzed via the MyET computer program. Results indicated that the experimental group outperformed the control group in pronunciation, fluency, and intonation (Hsieh et al., 2013). Having a control group, which is not included in most previous studies, is a strength of this study. The weak side of this study is inasmuch as MyET is a repetition-based application, fluency cannot be assessed by such a program. However, a free-response test should have been used to gauge the improvement of fluency.

Rongna and Hayashi (2012) used shadowing practice for the recognition of pitch accent in order to reveal its impact on second language learning. Their work employed a longitudinal research design, which is not common among the studies on shadowing that were reviewed here. This study revealed an important point that shadowing helps improve pronunciation, particularly pitch accent, and its effect does not fade away even after a long time; in other words, shadowing enables permanent learning for L2 learners. Rongna and Hayashi conducted a longitudinal study on pitch accent, which took place in Japan for Japanese as a foreign language learner (JFL). Participants in their study were 11 Chinese and four Mongolian college students studying in Japan. After a proficiency test had been conducted, participants were divided into two, as group A consisting of nine higher-level learners, and group B consisting of six lower-level achievers. Unlike the previous studies, participants shadowed only one dialogue in the study and their read-aloud performances were recorded four times. In the first session, the participants were asked to read aloud a dialogue text in Japanese and recorded themselves as *R1*. Then, they shadowed the same material ten times without seeing the text. After a week, participants carried out the shadowing task ten times again and recorded their read-aloud performance for the second time as *R2*. In the third session, seven weeks after the first session, participants recorded themselves as the read-aloud task *R3*; shadowed the dialogue ten times and recorded their *R4* which were their final read-aloud tasks. R1, R2, R3, and R4 recordings were analyzed acoustically by a computer program and also by a speaker of Japanese, who was the second

author of this study. The results indicated that both groups showed significant improvement in their Japanese in terms of speech rate and accuracy of word accent also knowns a word stress, and no significant differences were found between the two groups (Rongna & Hayashi, 2012). This study also supports the view that low achievers benefit from shadowing more than high achievers.

Martinsen et al. (2017) focused on pronunciation through video-based shadowing and tracking exercises for foreign language learners. In this study, the participants were 19 fourth grade L1 speakers of English having French class in a high school in the USA. The pre- and post-test, consisting of a free-response picture description task and a read-aloud task, were administered, and the performances of participants were recorded. For ten weeks, the students carried out video-based shadowing exercises in French for five to ten minutes for pronunciation three times a week in the class with their teacher. In addition to that, each participant practiced pronunciation for 20 to 30 minutes in a language lab individually, either by tracking, shadowing, or combining both. They were allowed to do the task with or without the subtitles. Participants were given surveys weekly to rate the difficulty of the tasks. Two native speakers and one near-native speaker raters (n = 3) evaluated the pre- and post-tests via a five-point rating scale measuring general accent, sentence and word stress and overall intonation. Results of the read-aloud task indicated that shadowing and tracking exercises enhanced pronunciation considerably. However, the results of the free-response picture description task did not show a significant difference between pre- and post-scores (Martinsen et al., 2017). The weekly survey method was outstanding in this research because it was an optimal way to elicit simultaneous reactions of the participant for each shadowing task.

Mishima and Cheng (2017) conducted a pilot study related to the effect of computer-mediated shadowing activity on ESL speaking improvement. The participants were five Chinese graduate students pursuing a Ph.D. or M.A. in a public university in USA. They failed to get a passing score in the oral English proficiency test to be teaching assistants at university. The participants practiced shadowing in English for two weeks to be more intelligible and to improve their pronunciation, intonation, rhythm, and fluency to pass the test. They were asked to choose a TED talk to shadow and divide the first three minutes of the speech into 10- or 20-second segments to practice by using the transcription. After comparing their performance recording with the original speech, they recorded their final performances via a web-based animation creation tool. Then, they e-mailed the

recordings to their instructor who played the recordings in class for peer and instructor feedback. Two certified raters scored the participants' improvement by comparing the shadowed speech samples with their last oral proficiency test scores by using a rubric which was similar to the original rubric used in the proficiency test. Also, the participants took an online survey about the effects of shadowing activity on overall speaking skills, fluency, pronunciation, and rhythm. Also, participants were asked to participate in a ten-minute interview to share their ideas and experiences with shadowing practices. The results of the ratings revealed that all participants improved their prosodic control and became more intelligible compared to their previous OEPT scores. However, only two of the participants showed enough development to pass the oral English proficiency test according to the rating scores. According to survey results, shadowing helped them develop overall speaking skills, fluency, pronunciation, and rhythm. Moreover, the results of the interview suggested that participants enjoyed getting feedback over animation video clips (Mishima & Cheng, 2017). This pilot study had many similar aspects to the present study. The focal point and the method of both studies are similar, though the number of participants, duration, context, pre- and post-test evaluation of read-aloud performances are different. Moreover, participants chose the model speeches, which can delimit internal validity because the language level and the speed of the model speech may differ for each participant. Nevertheless, this study shed light on shadowing exercises to enhance L2 oral proficiency and further research can be conducted on it because shadowing has educational value.

So far, the effect of shadowing on pronunciation has demonstrated that shadowing is helpful for language learners with regard to the speech features of pronunciation, consonant/vowel errors, intonation, stress, rhythm, and speech rate. Another important aspect of improving oral proficiency is to promote the speaking fluency of language learners. Hsieh et al. (2013) investigated the efficacy of shadowing through a mobile application that was based on repetition and found shadowing to be helpful to develop pronunciation, intonation, and fluency.

There has been little research on the impact of shadowing on pronunciation considering L2 speech comprehensibility, accentedness, and fluency. Using shadowing to improve L2 pronunciation via a picture dictation task, Foote and McDonough (2017) focused on these issues. This study also examined whether the L2 learners' improvement in pronunciation was noticed by untrained raters. Participants were 16 university students

who were L2 learners of English in Canada, from different L1 backgrounds, and the raters were 22 native English speakers, who were from another Canadian university. The L2 learners were asked to shadow short dialogues from well-known TV series for eight weeks. They practiced shadowing at least four times for a minimum of 10 minutes every week. Participants recorded themselves while shadowing. They saved their recordings and emailed them to the researchers by using a tablet in which an application was installed for practicing shadowing easily. During the eight-week study, there were two types of assessments as pre-, mid-, and post-tests: a picture dictation task also known as *The Suitcase Story* and a shadowing task. In addition to these, interviews were conducted with the participants. A computer program was created by Saito, Trofimovich & Isaacs (2015) to rate the participants' performances on both language tests by 22 native speaker raters. The raters listened to 20 seconds of the recordings of the picture narration task and rated them in terms of accent, comprehensibility, and fluency. Results illustrated that except for accentedness, the participants improved themselves significantly in comprehensibility and fluency. Furthermore, the interview data revealed that the participants mostly liked the shadowing activity and found shadowing beneficial for developing their pronunciation (Foote & McDonough, 2017).

In Lin's (2009) study, the attention-grabbing aspect is that it examined the impact of shadowing on high school students' L2 listening and speaking skills. Twenty-five Taiwanese eighth grade junior high school students participated in fifteen hours of shadowing class for five weeks. Then, participants were asked to perform the shadowing task in the classroom. In addition to a pre-test and post-test for both listening comprehension and speaking proficiency, which were adapted from a standardized test used commonly in Taiwan, pre- and post-questionnaires were administrated. Moreover, semi-structured interviews, feedbacks, and field notes were also gathered to examine participant's attitudes towards their shadowing experience. There were 30 multiple-choice listening comprehension questions, picture description, question or statement response, and short dialogues in the pre- and post-test. The speaking proficiency test had 16 items which were repetition, reading aloud short sentences and a short paragraph, and short open-ended questions. Results indicated that most participants thought shadowing is favorable and encouraging and improved their both listening and speaking skills. The results of the questionnaire and interviews pointed out that participants felt more comfortable while speaking in the target language after the implementation of the shadowing tasks. Some of

the students expressed that it was a good chance to study outside of the class with shadowing and correct their mistakes on their own (Lin, 2009). However, Lin's study lacks a control group in order to compare the improvement of the experiment group and to understand the extent to which shadowing enhances listening and speaking skills of language learners. Instead of only the comparison of participants' mean scores, a more detailed pre- and post-test analysis for listening and speaking competency could have been better. However, Martinsen et al. (2017) and Lin (2009) demonstrated that even teenagers in high schools might benefit from shadowing as an L2 learning technique with a significant improvement.

As an answer to the question of how many times a learner should practice shadowing on the same model audio to improve their production skills, Shiki, Mori, Katoda and Yoshida's study (2010) is important. The researchers investigated the speech production rate of 48 college students comparing the impacts of shadowing and repetition techniques. Participants practiced the same material as Group A and B without looking at the audio scripts. The model audio was divided into two parts as parts A and B. While Group 1 shadowed Part A, Group 2 practiced Part A using the repetition technique with 18 pauses. Then, Group 1 utilized the repetition technique on Part B with 19 pauses, and Group 2 shadowed Part B. In a CALL room, they practiced the materials six times either shadowing or repeating and recorded their reproduction every time they practiced. Their reproduction rates were tested after each practice. Group 1 who shadowed part A scored better than the repetition performance of Group 2 only in the first trial. Both groups improved their production rate successfully until the 6th trial. Results revealed that shadowing or repeating a model audio five times may be sufficient because the learners reached a ceiling point after practicing six times; in other words, they did not show much improvement in the sixth trial in the related study (Shiki et al., 2010). One of the most essential implications of this study is shadowing is effective for attracting learner attention to phonological features of English.

A summary of the key studies on the effects of shadowing on speaking skills are presented in Table 2.2.

Table 2.2. *Studies Focusing on the Effects of Shadowing on Speaking Skills*

Research	Participants	L2	Focus	Instruments	Findings

Bovee & Steward (2009) (a pilot study)	21 Japanese university students	English	Overall pronunciation and attitude	Rated by eight native speakers A survey	- Majority of participants enhanced general English pronunciation specifically, low achievers made the greatest improvement.
Lin (2009)	25 Taiwanese high school students	English	Listening and speaking	A standardized proficiency test A questionnaire and a semi-structured interview	- Positive attitudes toward shadowing were reported. -Participants scored better in listening and speaking proficiency test.
Shiki, Mori, Katoda, and Yoshida (2010)	48 Japanese college students	English	Production skills through shadowing and repetition techniques	Rated by the four authors	- Only in the first trial shadowing group scored better than repetition group. -Shadowing or repeating a model audio five times may sufficient because learners reached a ceiling point after practicing six times.

(Continue on next page)

Table 2.2. *Studies Focusing on the Efficacy of Shadowing on Speaking Skills (Continued from previous page)*

Research	Participants	L2	Focus	Instruments	Findings
Mori (2011)	20 Japanese university students	English	Rhythm, intonation, and stress	Read-aloud test	- Participants made significant progress in their English rhythm, intonation, and final lengthening.
Rongna & Hayashi (2012)	11 Chinese and 4 Mongolian university students studying in Japan	Japanese	Pitch accent	Read-aloud test	- Both lower-level achievers and higher-level achievers showed a great improvement in terms of speech rate and accuracy of word accent in Japanese.
Hsieh, Dong & Wang (2013)	14 Taiwanese university students	English	Pronunciation, intonation and fluency	A computer program (MyET)	- The experimental group outperformed in terms of pronunciation, fluency, and intonation in English.

Martinsen, Montgomery, & Willardson (2017)	19 4th grade English high school students in Australia	French	General accent, word stress, sentence stress, and overall intonation	Free-response picture description task Read-aloud test Rated by three raters	-Results of the read-aloud task indicated that shadowing and tracking exercises enhanced pronunciation in French significantly. - No significance difference between pre-a and post free-response tasks in French.
Mishima & Cheng (2017) (a pilot study)	5 Chinese student pursuing Ph.D. or M.A in a university in USA	English	Pronunciation, intonation, rhythm, and fluency	Rated by two raters via a rubric. Interview	- Shadowing helped the participants to develop overall speaking skills, fluency, pronunciation, and rhythm in English. - Results of the interviews suggested participants enjoyed getting feedback over animation video clips.
Foote & McDonough (2017)	16 university students in Canada from different L1 background: Chinese, French, Arabic, Bengali and Russian	English	Comprehensibility, ability of shadowing, accentedness, and fluency	A free response speaking task rated by 22 native speakers using a computer program. Interview	-Except accentedness the participants improved comprehensibility, ability of shadowing and fluency significantly in English. -The interview data revealed that participants mostly liked the shadowing activity.

CHAPTER III

3. METHODOLOGY

3.1. Research Design

A combination of quantitative and qualitative research methodology, known as the mixed-methods design was employed in this study. The main premise of this research design is that mixing the qualitative and quantitative approaches offers a more inclusive understanding of a research question than employing only one of the approaches (Creswell & Creswell, 2017). According to Mackey and Gass (2005), second language researchers emphasize combining and mixing different methods to collect data increasingly, noting "When included in a primarily quantitative report, qualitative data or analytic techniques may provide unique insights that would escape both the researcher and the reader if statistical counts and analyses were used in isolation" (p. 307).

Convergent parallel mixed methods design (Creswell, 2014) was chosen for answering the present study's research questions. In this approach, both quantitative and qualitative data are gathered and analyzed independently, and then the findings are compared to observe whether either of the findings verifies one another or not (Creswell & Creswell, 2017). In the quantitative part, data were collected via a pre- and post-test experimental intervention and a survey consisting of 40 five-point Likert scale items and two open-ended items. In the qualitative part, a semi-structured interview was administered with volunteering experimental group members. The use of both quantitative and qualitative methods aimed at compensating for each other's limitations.

The pre-and post-test design with a control group and an experimental group was employed in the present study. Since the participants took other classes in English in the ELT program, the researcher decided to use a control group in the study in order to control for the effect of other factors on the participants' speech features. Also, a control group in the present study was needed to compare the progress of participants of the experimental group in terms of their speech features.

3.2. Participants and Setting

3.2.1. Setting

This study was conducted in three intact speaking classes. It was carried out in an English Language Teaching (ELT) Program in a state university in southwestern Turkey. These students were taking two hours of speaking classes every week for two terms.

3.2.2. Participants

Three sections of students (about 90 first-year students) who took speaking classes in an ELT program was the targeted sample. Two of the sections were randomly assigned as the experimental group and one section was assigned as the control group. The inclusion criteria for the participants were to have completed at least 10 of the 11 assigned shadowing practices over two terms, to have completed the pre- and post-test recordings, and to be a late sequential bilingual (i.e., Turkish-English bilingual). After removal of the participants who did not meet the criteria, the experimental group (n = 32) consisted of 13 male and 19 female participants. Moreover, 24 participants from the other section served as the control group (13 male and 11 female). The mean age of participants was 19, (*Range* = 18 – 25). Students were from different regions of Turkey, especially from the Aegean Region.

The participants were at the B1 (intermediate) English language level based on the Oxford Quick Placement Test (Allan, 2004). They had also passed the institutional proficiency exam, which required a minimum B1 level before starting their undergraduate education. At the time of data collection, the participants had been learning English as a foreign language for about 10 years. Except for one participant, none had experience of living in an English-speaking country. None of the participants spoke a third language at a high proficiency level. Although there were 32 students in the experimental group, only 28 of them could be assessed by the raters. Because four participants' post-test recordings had echo problems and were hard to follow, they had to be removed from data analysis. On the other hand, 31 participants of the experimental group participated in the survey, and one of them was absent on that date.

3.2.3. Raters

The raters of this study were four (*N* = 4; 3 females, 1 male) native speakers of General American English. Three of them were born in the USA and one was born in Canada. Three of them were ESL instructors and each had a Ph.D. in ELT. One of them was a retired teacher who worked in a middle school as an art, English language, and history teacher. The raters accepted to contribute to this study voluntarily. Two of the raters had never lived in a Turkish-speaking country. One of the raters had lived in Turkey for five years and the other rater had lived in Turkey for two years over 10 years ago.

3.3. Data Collection Instruments

3.3.1. Participant Forms

In this part, the instruments employed are presented. These instruments are called as participant forms in the current study. They were utilized to obtain data to carry out this study.

3.3.1.1. Personal information form for participants. In order to collect the personal data of participants who composed the sample of the present study, a personal information form was administered. This form was comprised of four parts: personal information, linguistic information: English proficiency, and information about L2 or foreign languages. Part one included age, gender, and country of birth and the linguistic information part consisted of seven items related to mother tongue, duration of English learning, visiting English-speaking countries before, etc. English proficiency and

information of L2 parts inquired the level of languages in terms of four language skills: listening, speaking, reading, and writing (see Appendix 2).

3.3.1.2. The read-aloud test. Participants in both experimental and control groups carried out read-aloud tests as pre-and post-tests, just prior to and at the end of the two-term long (22 weeks) shadowing training. The participants were not presumed to have seen the paragraph before the pre-tests. The 22-week interval was assumed long enough for preventing retrieval effects for the paragraph. The participants were asked to record themselves individually in a silent room in the faculty only once while reading the selected paragraph aloud at a natural speed. Participants were not allowed to record themselves twice and improve their first recording. Also, they were told that practicing the sentences or individual words was not acceptable. The reading text for the pre- and post-tests were as follows:

> "Learning to speak a foreign language fluently and without an accent isn't easy. In most educational systems, students spend many years studying grammatical rules, but they do not get much of a chance to speak. Arriving in a new country can be a frustrating experience. *Although they may be able to read and write very well, they often find that they cannot understand what people say to them. English is especially difficult because the pronunciation of words is not clearly shown by how they're written*. But the major problem is being able to listen, think, and respond in another language at a natural speed. This takes time and practice." (Dauer, 1993, p. 6, italics added)

The fourth and fifth sentences of the paragraph written in italic were chosen for rating analyses. These two sentences were clipped from each recording of participants (52 pre-tests and 52 post-tests in total). Then, they were uploaded to YouTube to create rating forms for four native speakers of General American English.

3.3.1.3. Shadowing activity evaluation survey. The experimental group participants' attitudes towards shadowing practices were examined via a survey comprising (n = 42) 40 Likert scale items and two open-ended items (see Appendix 3). In the survey, 36 items consist of 5-point Likert scale rating agreement with the options, 'strongly agree', 'agree' 'partly agree' 'disagree', 'strongly disagree'. Some of the items, which were especially related to attitude towards shadowing, were adapted from the study of Sumiyoshi and Svetanant (2017) and Bovee and Steward (2009). The remaining four questions were 7-point Likert scale items on shadowing experience and to what extent participants like the technique. These four items were adapted from Foote and McDonough (2017). The additional two open-ended questions were related to what the positive and

negative sides of shadowing practice were. The responses to the two open-ended questions were analyzed through qualitative content analysis. This survey aimed to clarify to what extent the participants found the shadowing task beneficial for language skills and which aspects of the task were the most helpful in terms of speaking features.

3.3.1.4. The interview. Participants' attitudes towards shadowing practices were also explored through a semi-structured interview involving 12 open-ended questions (see Appendix 4). The items were adapted from the interview section of Foote and McDonough (2017). Evaluating participants' shadowing experience and inquiring more information about shadowing practice in use were essential in terms of the research questions. The interviews were administered face to face with the volunteering participants in the faculty meeting room in order to gather more data in detail about the feelings, thoughts, and experiences of participants. The interview data of 11 participants were transcribed and examined through content analysis.

3.3.2. Rater Forms

3.3.2.1. Personal information form for raters. A form was sent to the raters to reach the personal information of the raters who evaluated the participants' pre- and post-tests. The form consisted of three parts: personal information, linguistic information, and second or foreign languages (see Appendix 1). Firstly, the personal information part included the e-mail address, sex, date of birth, place of birth, occupation, and the highest level of schooling. Secondly, the linguistic information part inquired three questions about their mother tongue, experience of living in a Turkish speaking country, and the duration of stay, if any. Finally, the second language information part inquired into the proficiency in second languages, if any.

3.3.2.2. The read-aloud rating forms. The pre- and post-recordings of read-aloud performances of both the control group and the experimental shadowing groups were clipped including only two sentences in the middle of the paragraph that they read aloud. 52 pre- and 52 post-audio clips were coded, and 104 audio recordings were uploaded to YouTube as unlisted for privacy concerns. Two rating forms were prepared as Form 1 and Form 2 on Google Forms. Each consisted of 52 randomized ordered recordings of pre- and post-performances of the participants. Raters assessed each audio in terms of four speaking features: comprehensibility, pronunciation errors, intonation, and speech rate through a 7-point Likert scale. Raters were asked to do the rating in a quiet place using a headset. Form

2 was sent to the raters a couple of days after Form 1 was completed. Rating data were collected through Google Forms.

In the present study, comprehensibility, pronunciation, intonation and rhythm, and speech rate were chosen as the focal points of the efficacy of the shadowing technique for enhancing the oral proficiency of EFL learners. These speech features are defined respectively in order to clarify their meanings for this research. The definitions of the four speech features were adapted from the rater training materials of Saito et al. (2015). Raters were instructed on these speech features at the beginning of the rating forms. There was a rater training part for each speech feature.

Comprehensibility is defined as how the L2 speech of a speaker is comprehended either easily or difficultly by a listener (Saito et al., 2015). Rather than developing native like accent, comprehensibility is a more realistic goal for L2 learners (Brown, 2007; Derwing & Munro, 2009). The reason why comprehensibility was addressed in the present study was to measure the effect of the shadowing technique on L2 learners' comprehensibility in an EFL context.

In the current research, pronunciation of participants was evaluated through pronunciation errors of individual sounds. The term *pronunciation errors* refers to the misarticulation of sounds either a consonant or a vowel of an individual word (Saito et al., 2015). The efficacy of shadowing practices on enhancing pronunciation of L2 learners was examined through read-aloud rating forms in this study.

Intonation and rhythm including connected speech were also crucial components of oral proficiency. Intonation and rhythm refer to tunes in speech: alternations of pitch that happen while speaking (Saito et al., 2015). The effect of shadowing on overall intonation and rhythm skills including connected speech was in the scope of this research paper.

Speech rate was one of the four speech features. Speech rate was defined as the speed of the L2 speaker's speech. Speaking too fast might cause problems for following speech. In contrast, speaking too slow can create difficulty for the listeners. So, speaking at a natural speed is needed for easy comprehension. Since the pre- and post-tests were based on the read-aloud performances of the participants, fluency could not be assessed. Thus, the speech rate was chosen to measure whether shadowing helps participants to develop speech rate. In conclusion, L2 learners' improvement of oral proficiency in terms of comprehensibility, pronunciation, intonation and rhythm, and speech rate through shadowing practices is investigated in the present research.

3.4. Data Collection Procedures

Before the training, the intact freshmen classes were randomly assigned as the control and experimental groups. Participants in both the control and experimental groups were asked to record themselves while reading aloud a passage individually as a pre-test in a silent room at the faculty. The participants were provided with a voice recorder by the instructor.

Before the academic term began, the researcher and the instructor designed the shadowing tasks in terms of the duration of the model speech to be shadowed, the number of shadowing and the terms of submission. Before the first shadowing task was assigned, the instructor introduced the shadowing technique to the participants of the experimental group in the classroom. The instructor sent the experimental group an instructions file, describing how to perform the shadowing task in detail (see Appendix 8). Also, the participants were informed about the speech features of English in a two-hour speaking class. The written materials of this tutorial were shared with the participants.

The instructor assigned the experimental group to carry out the shadowing tasks as a course requirement. The instructor selected the short video clips, prepared the tasks and uploaded the task files to Moodle which was a learning management website provided by the university for both instructors and students. The duration of each shadowing task was stated in the task file. Participants of the experimental group got a shadowing task bi-weekly. First, the experimental group participants were expected to watch the video clip attached to the task file as a link for gist without the sub-titles. Then, they were supposed to shadow the model speech at least twice without the subtitles. After that, these participants were told to practice saying the sentences by shadowing the speaker while following the subtitles of the model speech. The participants were asked to pay attention to prosody while practicing shadowing and also recording themselves. Finally, they were expected to review and re-record their shadowing performance until they were satisfied with the quality of their recording to submit to their instructor either via Moodle or the instructor’s e-mail address. In other words, the experimental group participants were required to record their final shadowing task after practicing shadowing the model speech enough. Then, they submitted their final recording to their instructor. The participants were given indirect corrective feedback by their instructor for each of their final shadowing performances about their speech features such as pronunciation errors, speech rate, connected speech, and intonation. Participants were expected to improve their speech features by receiving

feedback. The experimental group participants were asked to give information about their practice time and the number of recording trials for each shadowing task in a word file as an attachment to the e-mail. The participants of the experimental group reported varying durations for their bi-weekly shadowing practices.

Short video clips, which last 2 or 3 minutes, were selected by the instructor from YouTube. Only 1 or 1.20 minutes of the selected video was to be shadowed by the students. The topics of the model speech were chosen considering participants' interests and needs. The speed of model speakers accelerated in the later phases of the intervention. Gender, age, and accent of the model speakers were chosen to provide variable natural speech styles in order to expose the participants to different kinds of speeches. A variety of speeches, such as monologues and pair conversations were provided. In order to increase learner autonomy, sometimes the students selected the model speech out of three or four video options.

After the experimental group carried out 11 shadowing tasks individually beyond the classroom context for two terms, participants of both control and experimental groups were asked to record themselves while reading aloud the same passage in the pre-test individually as a post-test. The experimental group participants also took a survey about their thoughts and feelings about the shadowing technique and its effects on language learning. Then, both the control group and experimental group participants were asked to record their read-aloud performances of the same text individually in a silent room in the faculty as post-test. The individual read-aloud sessions lasted approximately 7-8 minutes. Finally, the experimental group members were invited to join an interview with the researcher. The interviews were carried out face to face with the volunteering participants in the faculty meeting room in Turkish. The interviews lasted approximately 15 minutes per participant.

The researcher designed the read-aloud rating forms and created the two forms including 54 pre-read-aloud performances and 54 post-read-aloud performances of both experimental and control groups via Google Forms. The rater training part also was included in these rating forms. The researcher got in touch with the raters through e-mail about the description of the study in detail (see Appendix 5). The description of the study was also provided at the beginning of the read-aloud rating forms. The raters who were willing to participate in the rating process of the present study voluntarily sent acceptance

e-mails to the researcher with their concerns and questions about the rating. The researcher replied to all the questions of the raters and was available for further questions of the raters related to the rating forms all the time. The researcher informed the raters about the instructions of the rating forms via e-mail. Also, the instruction part for raters was added in the rating forms (see Appendix 6). Before the rating process began, the research sent the personal information form for raters to the raters via e-mail. The raters filled the personal information form and e-mailed their forms to the researcher. The raters gave consent to participate in the current study through Google Forms. The researcher sent the link of the read-aloud rating forms to the raters in order to rate the participants' pre- and post-performances. After two days, each participant completed the rating form number one, the researcher e-mailed the link of the rating form number two to the raters and the rating process was completed.

3.5. Data Analysis

The present study focused on investigating the effects of video-based shadowing exercises on participants' speech features through rating both the experimental and the control groups' pre- and post-test performance by native speakers of English language and also the experimental group's attitudes towards shadowing practices through a survey and an interview So, this research study employed both quantitative and qualitative data collection methods to achieve its purposes.

3.5.1. Rating Method

The definitions of the four speech features investigated in this study were comprehensibility, pronunciation error, intonation, and speech rate were adapted from Saito et al. (2015). The rating method was also inspired by the same study because their study revealed that native raters evaluated the participants' performances reliably regardless of linguistic and pedagogical proficiency in teaching L2. This rating method was also utilized in Foote and McDonough (2017) to rate participants' pronunciation improvement after video-based shadowing exercises as in the present study.

3.5.2. Rater Training

Before a rater started evaluating the performances, there were trial parts in both rating forms, including definitions of the four speaking features with four trial audios for each speaking feature to clarify the intended meanings of the speaking features. After this

mini-trial part with definitions of the terms, there were four trial audios to rate in terms of the four speech features to enable raters to be familiar with the actual items.

Four native raters ($N = 4$) carried out an online evaluation of each participant's pre-test and post-test recording. The raters were not aware of whether the recording they listened to was the pre- or the post-test because the two forms included both the pre- and post-tests of the participants in a mixed order.

The read-aloud performances of the participants were rated on a seven-point Likert scale. Each recording rating started with comprehensibility. Comprehensibility was evaluated by the raters (1: The speaker has high comprehensibility and 7: the speaker has poor comprehensibility). Next, pronunciation errors were scored by raters with *one* indicating the speaker made consonant and vowel errors frequently and *seven* signifying the speaker made errors of individual sound infrequently or s/he did not have any pronunciation errors. After that, overall intonation including rhythm was assessed (1: The speaker has poor intonation and 7: the speaker is excellent). Finally, the speech rate of a speaker was rated from one to seven (1: The speaker is too slow or too fast to follow and 7: the speaker's speech is optimal). The raters were trained as getting through a training part in each form consisted of definitions of the speech features and explanations about how to score the recordings of participants to strengthen interrater reliability. Finally, all scores of the four raters were coded and averaged for each participants' pre- and post-test ratings.

The Cronbach's alpha reliability of the ratings was found to be .72 for comprehensibility, .65 for intonation, .61 for pronunciation and, .61 for speech rate. The descriptive statistics for the pre- and post-test comprehensibility, intonation, pronunciation, and speech rate were analyzed. The speech feature ratings of the control and experimental groups were compared in terms of comprehensibility, intonation, pronunciation, and speech rate. Four 2 (group: control vs. experimental) x 2 (test: pre-test vs. post-test) mixed ANOVAs were performed in order to understand whether the shadowing practice affected the ratings. Before performing the statistical analysis, the assumptions of mixed ANOVA were checked. The normality assumption, skewness and kurtosis values for each group's speech features were found to be in acceptable ranges (-1.5/+1.5) based on Tabachnick and Fidell (2013). The Kolmogorov-Smirnov tests of normality, boxplots, Q-Q plots, and histograms indicated normality. The equality of variances assumption was also met.

3.5.3. The Shadowing Evaluation Survey

The survey consisted of three parts: items on a five-point Likert scale on the first page, items on a seven-point Likert scale, and two open-ended questions on the second page. The instructor conducted the shadowing evaluation survey at the end of the shadowing intervention. The responses of the participants to the Likert-scale items were analyzed using frequency tables which were turned into bar charts. Moreover, the data collected from the two open-ended items were analyzed by content analysis and the results were demonstrated in pie charts. The results of the survey were examined under four headlines: effects of shadowing on the overall speaking skill, effects of shadowing on specific speech features (pronunciation, intonation, rhythm, connected speech, word stress, etc.), attitudes toward the technique and their shadowing experience, and effects of shadowing on overall listening skills.

3.5.4. The Interview

The qualitative data were collected through semi-structured interviews including 12 questions. Eleven participants of the experimental group were volunteered to participate in the interview. The interview was conducted by the researcher after the experimental group completed 11 shadowing tasks. The researcher transcribed recordings of interviews manually. The transcribed interview data were analyzed by qualitative content analysis by the researcher (Mayring, 2004). In order to categorize the contents, the related words and phrases belong to specific keywords were coded in the transcriptions of the interviews. Then, the coded keywords or related words and phrases were counted in the transcriptions. Finally, 11 keywords emerged: pronunciation, development, overall intonation (rhythm, stress, and connected speech), fluency, self-monitoring, feedback, fun, memorization, speaking skills, repeating, and difficult. These keywords were the most frequently used words and phrases in the face-to-face interviews with 11 participants from the experimental group. So, the data were analyzed by forming frequency tables. Results of the interview analysis were divided into four themes: improvement through video-based shadowing, effects of shadowing on oral skills, attitudes toward the shadowing technique, and the shadowing experience. Additionally, 30% of the data were coded by another coder, an English language teacher colleague of the researcher, who was also an M.A. student. A high inter-coder reliability was calculated as 90% using Miles and Huberman’s formula (Miles & Huberman, 1996).

CHAPTER IV

4. RESULTS

4.1. Results of Language Assessment: Rating Forms

To respond to the first research question, "To what extent do a group of upper-intermediate L2 English speakers' read-aloud recordings before and after a shadowing

practice experiment differ in terms of comprehensibility, pronunciation, intonation, and rhythm and speech rate?", data were collected via Google Forms as form 1 and 2.

4.1.1. Comprehensibility Results

As can be seen in Table 4.1., the comprehensibility levels of both groups were close to each other initially when comparing the mean scores of the pre-test. While the experimental group showed a small improvement in terms of comprehensibility mean score, the control group did not score higher regarding the mean scores of pre-and post-test.

Table 4.1. *Descriptive Statistics for Comprehensibility Pre- and Post-tests (7-point Likert scale)*

		N	*M*	*Median*	*Min*	*Max*	*SD*	*95% CI*
Pre-Test	Control	24	4.31	4.38	2.75	6.25	.92	[3.93, 4.7]
	Experimental	28	4.3	4.38	2.75	5.75	.95	[3.93, 4.66]
Post-Test	Control	24	4.22	4	2.75	5.5	.75	[3.9, 4.54]
	Experimental	28	4.49	4.5	2.75	5.75	.8	[4.18, 4.8]

As shown in Table 4.2., overall, in the mixed ANOVA, the pre- and post-test comprehensibility ratings did not differ significantly regardless of the group. Overall, there was no main effect of group; the control and experimental group's overall scores did not differ. There was also no comprehensibility x group interaction. In other words, the pre- and post-test change patterns did not differ statistically for the control and experimental groups.

Table 4.2. *Mixed ANOVA Summary Table for Comprehensibility Results*

Source	*SS*	*df*	*MS*	*F*	*p*	η_p^2
Between subjects						
Control vs. Experimental	.418	1	.418	.398	.531	.008
Error (between)	52.627	50	1.053			
Within subjects						
Comprehensibility	.068	1	.068	.161	.690	.003
Comprehensibility x Group	.544	1	.544	1.287	.262	.025
Error (within)	21.136	50	.423			

Note: Bonferroni corrected alpha = .05/4 = .01

4.1.2. Pronunciation Results

Regardless of the group**,** the mean score of pre- and post-test for pronunciation showed development slightly. However, the improvement rates for each group were close to each other. The descriptive statistics did not indicate that shadowing practices resulted in

substantial difference in the pronunciation ratings of the participants of the experimental group (see Table 4.3).

Table 4.3. *Descriptive Statistics for Pronunciation Pre- and Post-test Rating Scores (7-point Likert scale)*

		N	*M*	*Median*	*Min*	*Max*	*SD*	*95% CI*
Pre-Test	Control	24	4.14	4	3	6	.73	[3.83, 4.44]
	Experimental	28	4.13	4.5	2.75	5.5	.95	[3.75, 4.5]
Post-Test	Control	24	4.26	4.25	3	5.5	.66	[3.98, 4.54]
	Experimental	28	4.24	4.25	2.75	5.5	.79	[3.93, 4.54]

As shown in the mixed ANOVA results in Table 4.4., overall, the pre- and post-test pronunciation ratings did not significantly differ, regardless of the group. Overall, there was no main effect of group; the control and experimental group's overall pronunciation scores did not differ. There was also no pronunciation x group interaction. In other words, pre- and post-test changes were statistically not significant for both the control and experimental groups.

Table 4.4. *Mixed ANOVA Summary Table for Pronunciation Results*

Source	*SS*	*df*	*MS*	*F*	*p*	η_p^2
Between subjects						
Control vs. Experimental	.001	1	.001	.001	.973	.000
Error (between)	21.593	50	.432			
Within subjects						
Pronunciation	.376	1	.376	.870	.356	.017
Pronunciation x Language Group	.001	1	.001	.001	.973	.000
Error (within)	21.593	50	.432			

Note: Bonferroni corrected alpha = .05/4 = .01

4.1.3. Intonation Results

Table 4.5. presented the results obtained from the language assessment forms for intonation. When comparing the mean scores of pre- and post-test for intonation, the experimental group showed slight improvement. However, the control group did not illustrate much improvement in their intonation in terms of the mean scores. Although the experimental group demonstrated more development than the control group, there was not a substantial difference in intonation ratings of the experimental group when comparing the mean scores of pre- and post-test.

Table.4.5. *Descriptive Statistics for Intonation Pre- and Post-test Rating Scores (7-point Likert scale)*

		N	*M*	*Median*	*Min*	*Max*	*SD*	95% *CI*
Pre-Test	Control	24	3.99	4	1.75	5.75	.93	[3.78, 4.45]
	Experimental	28	4.12	4.25	2.5	5.75	.87	[2.5, 5.75]
Post-Test	Control	24	4.06	4	2.25	5.75	.81	[3.72, 4.4]
	Experimental	28	4.45	4.75	2.5	5.75	.85	[4.12, 4.77]

As shown in the mixed ANOVA in Table 4.6., overall, the pre- and post-test intonation ratings did not differ significantly, regardless of the group. Overall, there was no main effect of group; the control and experimental group's overall scores did not differ. There was also no intonation x group interaction. In other words, pre-and post-test changes were statistically not significant for both the control and experimental groups.

Table 4.6. *Mixed ANOVA Summary Table for Intonation Results*

Source	*SS*	*df*	*MS*	*F*	*p*	η_p^2
Between subjects						
Control vs. Experimental	1.683	1	1.683	1.463	.232	.028
Error (between)	57.538	50	1.151			
Within subjects						
Intonation	1.051	1	1.051	3.085	.085	.058
Intonation x Language Group	0.428	1	.428	1.257	.268	.025
Error (within)	17.033	50	.341			

Note: Bonferroni corrected alpha = .05/4 = .01

4.1.4. Speech Rate Results

As shown in Table 4.7., the mean scores of pre- and post-test for speech rate indicated that while there was a slight difference between the mean scores of the experimental group regarding pre- and post-test speech rate ratings, the control group did not show much improvement. A comparison of the four speech features revealed that the experimental group participants benefited the most from shadowing practices in terms of speech rate. The difference between mean scores of pre- and post-test intonation ratings of the experimental group was higher than that of the other speech features.

Table 4.7. *Descriptive Statistics for Speech Rate Pre- and Post-test Rating Scores (7-point Likert scale)*

		N	*M*	*Median*	*Min*	*Max*	*SD*	*95% CI*
Pre-Test	Control	24	4.41	4.5	2.5	6	.93	[4.01, 4.8]
	Experimental	28	4.51	4.38	2.75	6	.8	[4.2, 4.82]
Post-Test	Control	24	4.47	4.5	2.75	5.75	.71	[4.17, 4.77]
	Experimental	28	4.86	5	3.25	6.25	.87	[4.86, 5.19]

As shown in the mixed ANOVA results in Table 4.8, overall, the pre- and post-test speech rate ratings did not differ, regardless of the group. Overall, there was no main effect of group; the control and experimental group's overall scores did not differ. There was also no speech rate x group interaction. In other words, pre- and post-test speech rate changes were statistically not significant for both the control and experimental groups.

Table 4.8. *Mixed ANOVA Summary Table for Speech Rate Results*

Source	*SS*	*df*	*MS*	*F*	*p*	η_p^2
Between subjects						
Control vs. Experimental	1.558	1	1.558	1.737	0.193	0.034
Error (between)	44.843	50	0.897			
Within subjects						
Speech Rate	1.090	1	1.090	2.291	0.136	0.044
Speech Rate x Language Group	0.527	1	0.527	1.109	0.297	0.022
Error (within)	23.787	50	0.476			

Note: Bonferroni corrected alpha = .05/4 = .01

4.2. Results of the Survey

A survey comprising 40 Likert scale items and two open-ended questions was conducted to investigate participants' attitudes towards shadowing practices. The experimental group evaluated their oral proficiency improvement after completing 11 shadowing tasks in two terms. This survey aimed to investigate research question 2, "How does a group of upper-intermediate L2 English speakers evaluate the effectiveness of the shadowing practices and its influences over their speech features?".

The items of the survey were divided into four categories to analyze them in detail, based on the effects of shadowing on the overall speaking skill, the effects of shadowing on specific speech features (pronunciation, intonation, rhythm, connected speech, word stress, etc.), the attitudes toward the shadowing technique and participants' shadowing experience, and the effects of shadowing on overall listening skill.

4.2.1. The Effects of Shadowing on Overall Speaking Skills

Items 5, 8, 10,18, and 33 were related to participants' thoughts about the impact of shadowing exercises on their overall speaking skills. Figure 4.1. summarizes the percentage of responses for the five items of the first part of the survey. The majority of the participants observed significant improvement in their speaking with the help of shadowing practices. Over 80% of the responses agreed with the positive effect of shadowing on

overall speaking. Also, receiving feedback was found to be effective in terms of improving speaking skills through shadowing exercises by 78% of the responses to item 33. Besides, 87% of the responses reported that watching their shadowing recordings was useful to enhance overall speaking skill. However, only 63% of the responses agreed that shadowing helps them to improve speaking fluency.

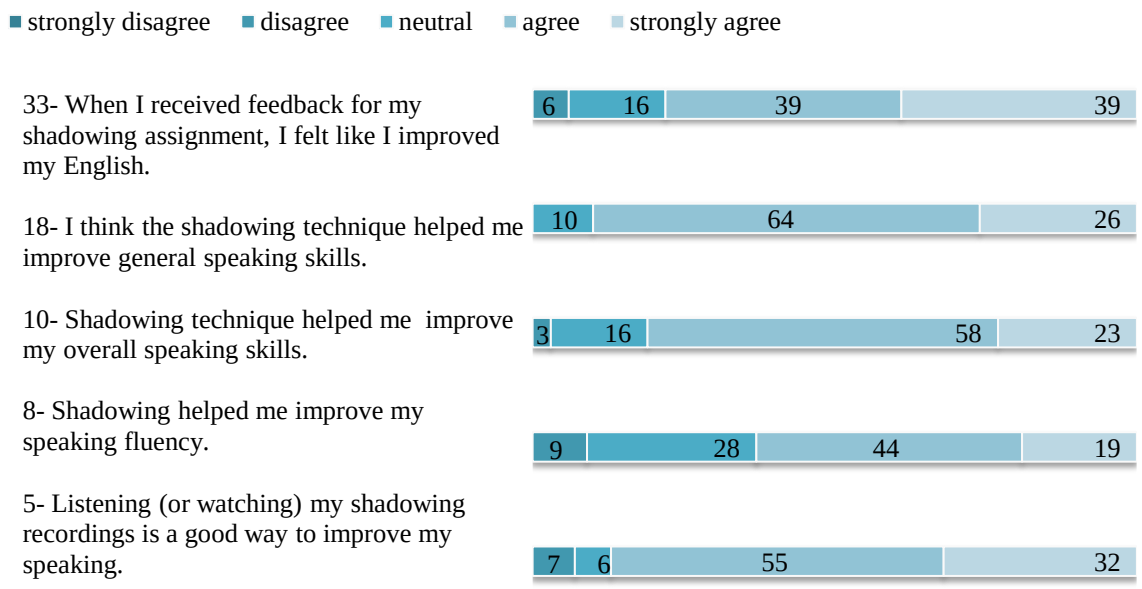

Figure 4.1. The reported effects of shadowing on overall speaking skills (%)

4.2.1. The Effects of Shadowing on Specific Speech Features

Items 1, 3, 13 and 21 are mainly about the participants' evaluation of their improvement of pronunciation skills with the help of shadowing practices. Figure 4.2. shows the percentages of participants' responses to the items related to pronunciation. Overall, 80% of responses agreed that if shadowing were practiced for a long time, it would enhance their pronunciation. That is to say, most participants believed that shadowing had the potential to improve pronunciation in time. Similarly, 80% believed shadowing helped them to improve the pronunciation of individual words. Most saliently, getting feedback to correct pronunciation errors in shadowing practices was found to be helpful by 91% of the participants. In addition to this, 90% of the participants thought improving pronunciation matters to them. In conclusion, significant findings were found with respect to the effect of shadowing on pronunciation improvement.

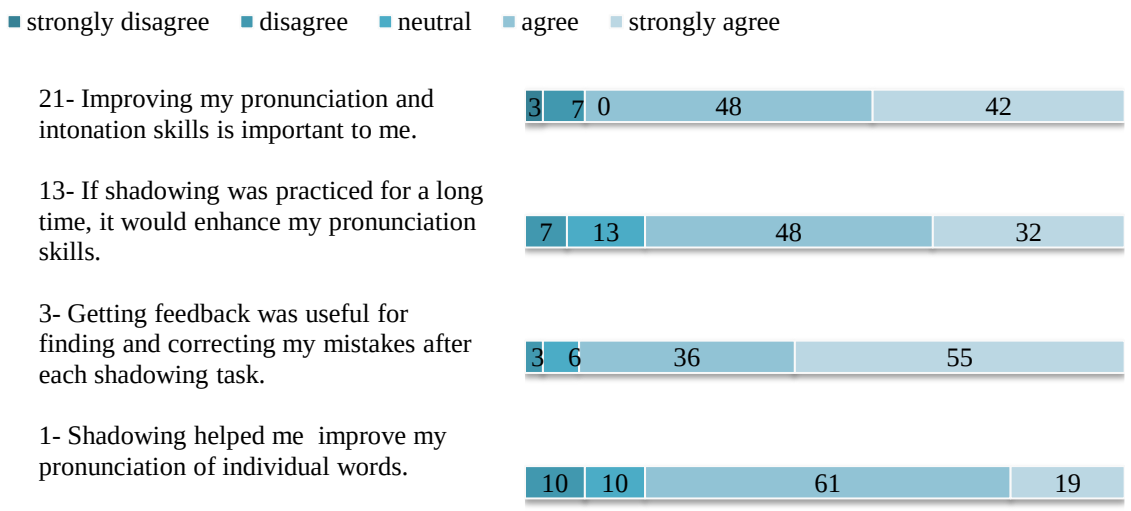

Figure 4.2. The reported effects of shadowing on pronunciation (%)

Figure 4.3 shows the percentage of responses for items 4, 6, 7, 9 and 15 that measure participants' thoughts about the impact of shadowing on speech features of English, such as word stress, intonation, rhythm, and connected speech. Overall, 87% of responses showed agreement with the effect of shadowing on word stress improvement by practicing shadowing, which is item 6. Since item 15 was stated in a negative form to check the participants' ideas about the contribution of shadowing techniques to intonation and pronunciation, 84% of the responses revealed disagreement. Besides, 78% of the participants thought shadowing helped them to improve their intonation, as a response to item 7. Both item 9 and 4 were related to the improvement of connected speech through the shadowing technique, and 76% and 71% of the responses agreed with the impact of shadowing on connected speech, respectively.

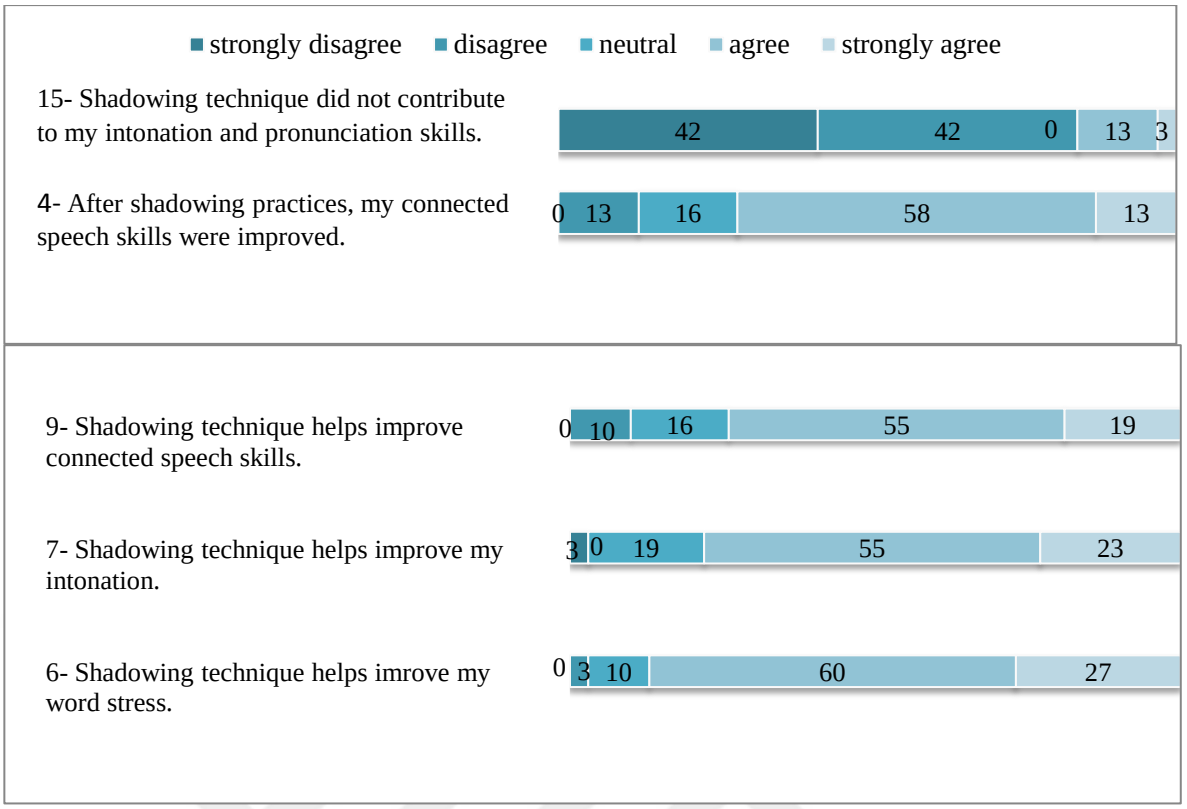

Figure 4.3. The reported the effect of shadowing on connected speech, intonation, word stress (%)

As shown in figure 4.4., while 45% of the participants believed that they started to use connected speech after the shadowing practice in item 34, 45% of the responses were neutral about it. The majority (81%) thought practicing shadowing make them focus on the speech features of English more. On the other hand, 81% agreed that shadowing helps them to improve rhythm skills while speaking English.

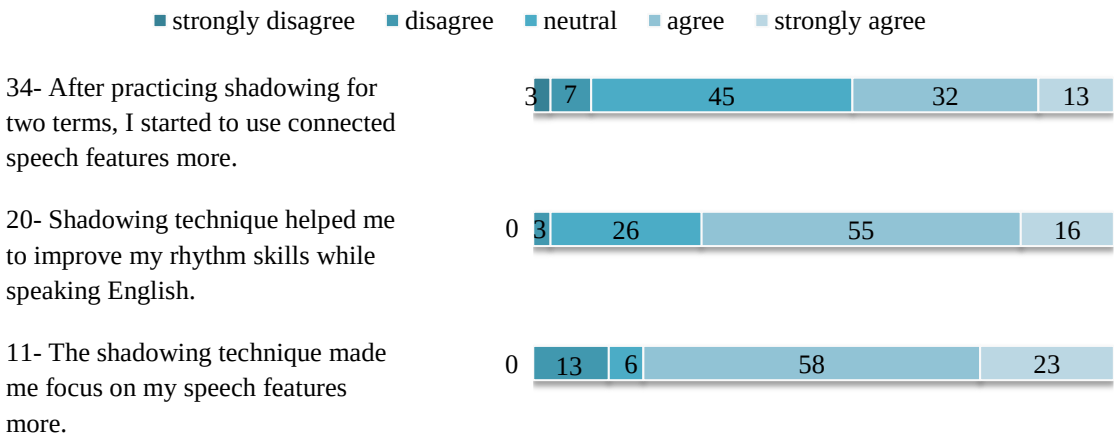

Figure 4.4. The reported effect of shadowing on connected speech, rhythm, and speech features (%)

4.2.3. Attitudes Towards the Shadowing Technique and their Shadowing Experiences

The participants' attitudes toward the shadowing technique and shadowing experiences are measured with items 22, 28, and 35, and the responses showed positive attitudes towards shadowing shown in figure 4.5. The majority (78%) showed an intention to recommend the shadowing technique for learners of English. Overall, 71% thought the shadowing technique has pedagogical value and it is worth practicing through shadowing, while 77% thought they got better at shadowing in time.

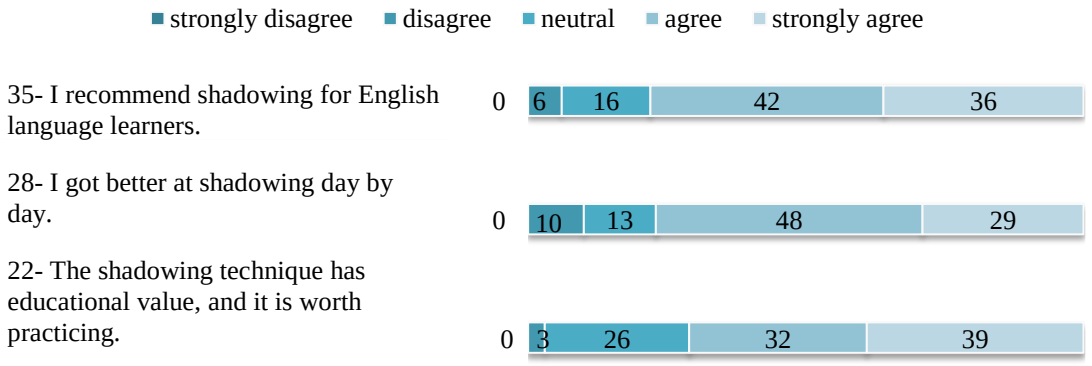

Figure 4.5. The reported attitudes toward the shadowing technique and shadowing experience (%)

As can be seen in Figure 4.6, 32% of the participants reported that shadowing was hard to practice, while 29% chose the neutral response option, and 39% disagreed with item 32. In the responses to item 31, 13% of the participants thought shadowing was boring and 29% chose the neutral option and 58% reported it was not boring to practice shadowing. Additionally, 78% claimed it was fun to learn something new or interesting through shadowing. However, 45% of respondents complained that shadowing was time-consuming, though 29% remained neutral and 25% disagreed with item 30.

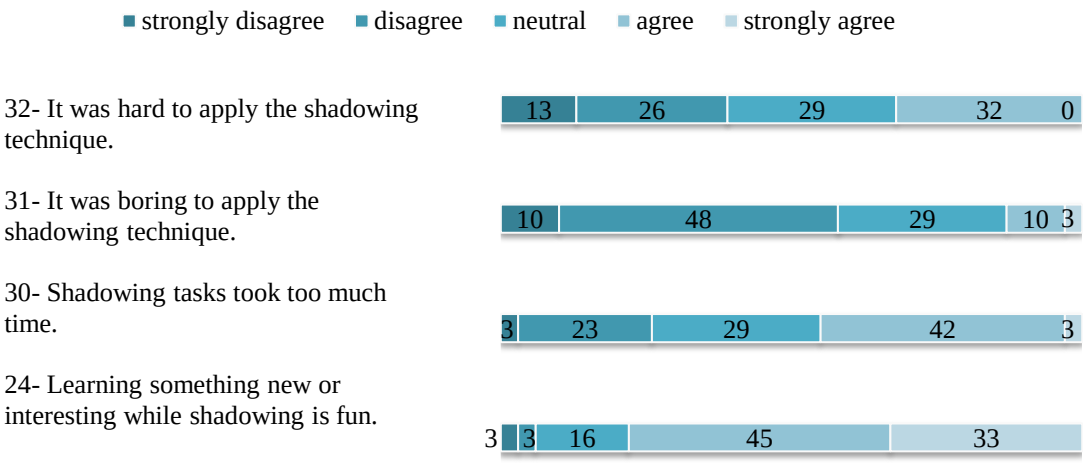

Figure 4.6. The reported attitudes toward the shadowing technique and shadowing experience (%)

As indicated in Figure 4.7., 45% of the survey takers thought it is important to practice shadowing fast, 36% chose the neutral option and 19% of them disagreed with item 29. While 39% claimed it would be more fun if they chose the video to shadow, 38% disagreed and 23% chose the neutral response. On the other hand, there was a significantly high agreement on item 25; 81% of the participants agreed that they learned new vocabulary and chunks thanks to shadowing.

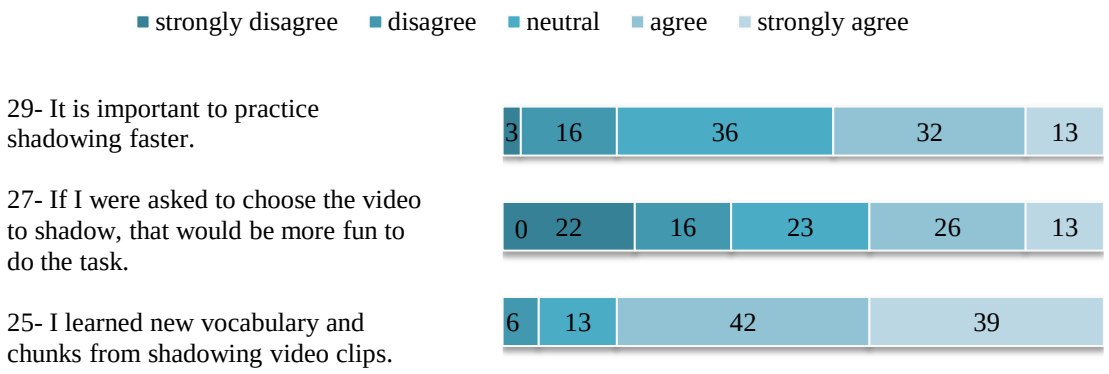

Figure 4.7. The reported attitudes toward the shadowing technique and shadowing experience (%)

While 36% showed an intention to continue shadowing, the rest of them would likely not keep practicing shadowing. Moreover, 57% of the responses found the video clips interesting, 40% chose neutral and only 3% disagreed with item 26. More than half (52%) of the participants felt more eager to speak English after the shadowing process as shown in Figure 4.8.

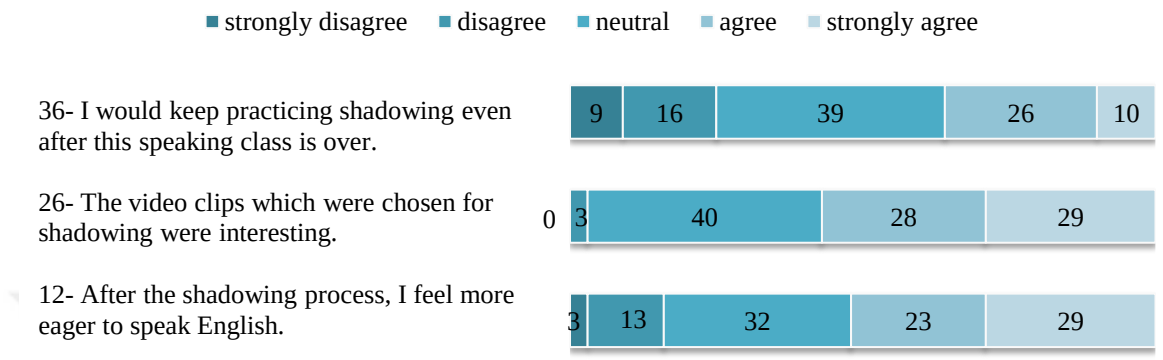

Figure 4.8. The reported attitudes toward the shadowing technique and experiences (%)

Items 37 and 38 were related to the positive and negative aspects of the shadowing technique. The two open-ended questions were analyzed through content analysis and the percentage of responses are shown in pie charts. Figure 4.9. shows the positive aspects of the shadowing technique. In response to the open-ended question 37, “What are the positive aspects of shadowing?”, 29% of the participants reported that shadowing was effective in improving “pronunciation”, while 31% stated that shadowing helped them improve general oral skills. Additionally, two participants emphasized that it had a positive effect on both pronunciation and fluency and three participants stated that they improved their fluent speaking, stress and speaking skills. To sum up, 11% of the participants reported shadowing had positive effects on fluency. Overall, 29% of the responses indicated that shadowing is useful for enhancing listening skills. Furthermore, 10 participants stated that they developed both listening and speaking skills and four participants also claimed that they could understand *native speakers* of English more, thanks to this technique.

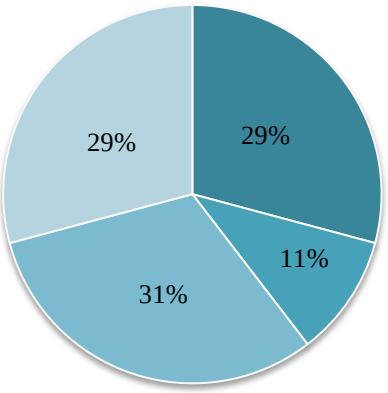

Figure 4.9. The reported positive aspects of the shadowing technique

Figure 4.10. points to the negative aspects of the shadowing technique in terms of participants' views. Overall, 33% of the participants stated that the shadowing technique has no negative side. While 40% stated that the shadowing exercise took a lot of time, 17% of the participants stated that it was boring in terms of *memorizing* and *difficulty of recording video or audio repeatedly*.

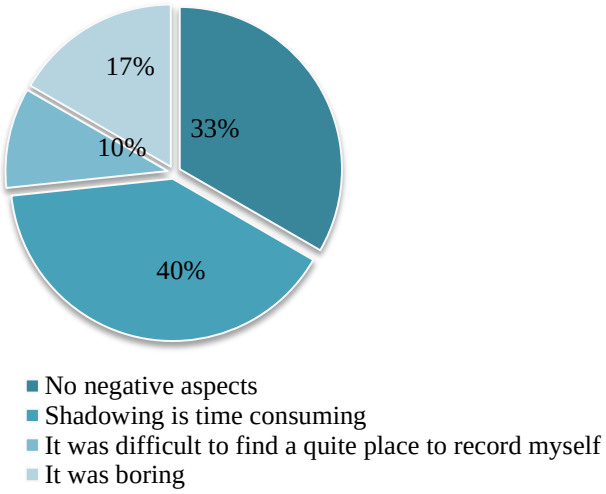

Figure 4.10. The reported negative aspects of the shadowing technique

Participants were asked items 39, 40, 41, and 42 in order to express how they felt about shadowing practices and how they carried out the tasks. The participants were supposed to rate their pleasure in doing the shadowing practices and their experiences with shadowing. Participants rated the items through 7-point Likert scales, with 1 indicating the lowest point and 7 signifying the highest point. The results are shown in Figure 4.11.

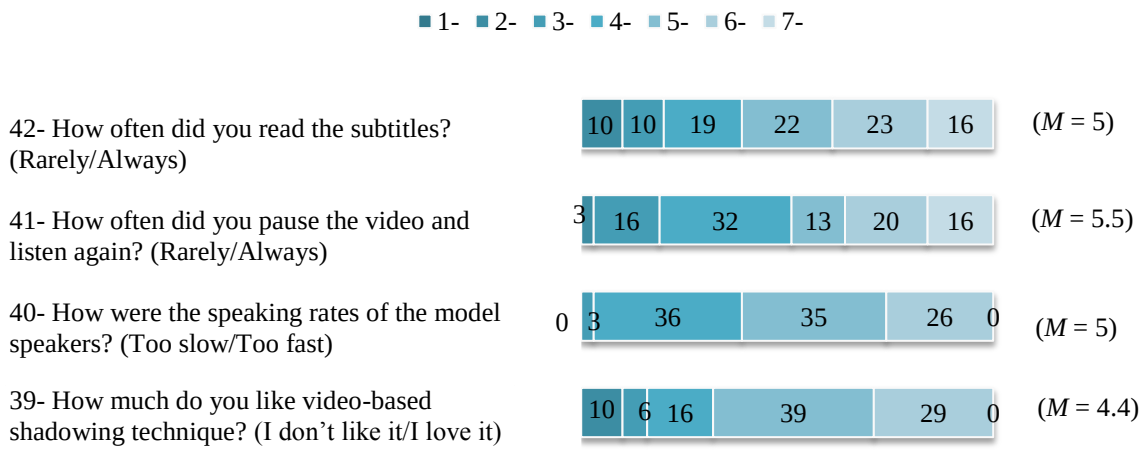

Figure 4.11. The reported attitudes toward the shadowing technique and information about shadowing practices (%)

4.2.4. The Effects of Shadowing on Overall Listening Skills

Items 2, 14, 16, 17, and 19 were related to the effects of the shadowing technique on the participants' overall listening skills. Table 4.12. shows the statistical findings related to the frequency of responses through a 5-point Likert scale. High percentages were found concerning items 14 and 16, which measure the same point of view about shadowing; both responses to these items were 85%, indicating agreement that shadowing helps them to improve listening skills. Also, 77% agreed with item 2, which is related to the impact of shadowing on listening comprehension. While 13% chose the neutral response option, only 10% disagreed and nobody chose the *strongly disagree* option. According to the responses to item 19, 75% thought shadowing helped comprehend people using connected speech. On the other hand, item 17 was about the level and speech rate of the videos used in the shadowing tasks and the responses signified that 26% of the participants did not comprehend the videos at first, while 42% of them could comprehend the videos at first and 32% chose the neutral option for this item.

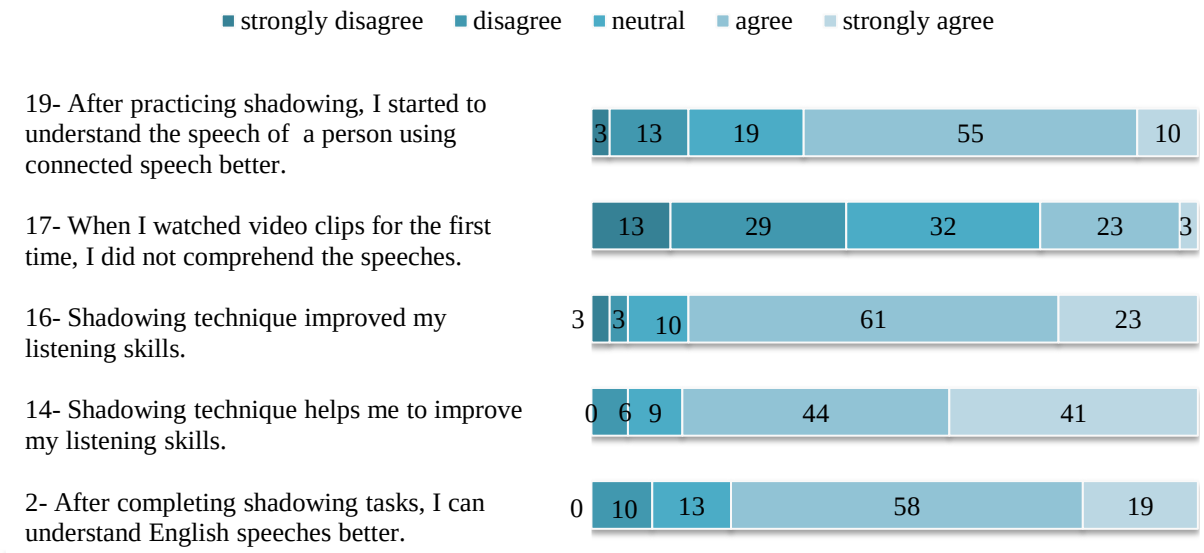

Figure 4.12. The reported effects of shadowing on overall listening skills (%)

4.3. Results of the Interview

The interviews were conducted in the participants' mother tongue, which is Turkish. The semi-structured interview data were transcribed and analyzed through content analysis. The transcription of interviews with ten volunteering participants of the experimental group were analyzed in terms of the most frequently used phrases, as presented in Figure 4.13.

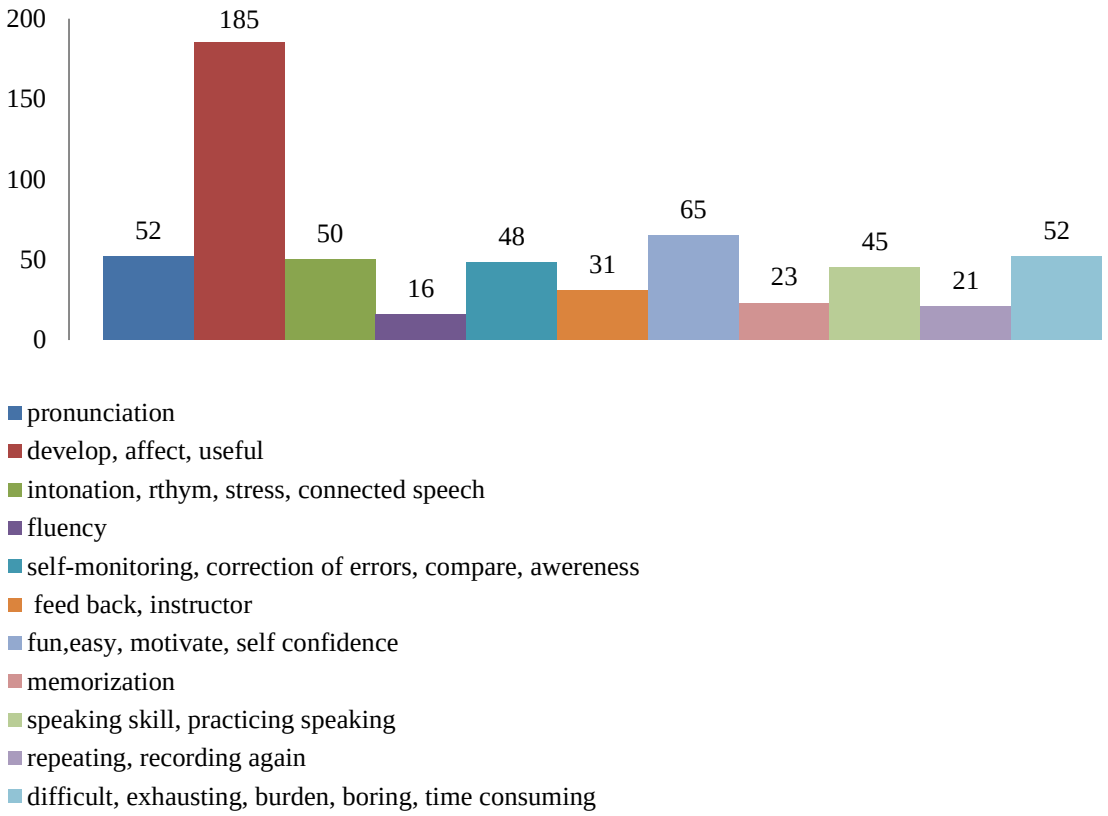

Figure 4.13. The frequency of the most repeated phrases in the interview

The results of the interview analysis were divided into 4 categories to be examined:

1. The improvement through video-based shadowing
2. Effects of shadowing on oral skills
3. Attitudes toward the shadowing technique
4. The shadowing experiences

4.3.1. The Improvement through Video-Based Shadowing

This theme includes the beliefs of participants on the improvement of L2 learning through the shadowing technique. The researcher transcribed the recordings of the semi-structured interview verbatim manually. After the researcher transcribed the audio files of the semi-structured interview to categorize the contents, the words and phrases related to improvement like "develop, affect, improve, useful, helpful, and beneficial" were coded as *develop, affect, useful* in the transcriptions of the interviews. The most frequently used theme belonged to this category, with a rate 32% (f = 185). This reveals that participants believed that video-based shadowing practices have the potential to improve them in different aspects of L2 learning.

4.3.2. The Effect of Shadowing on Oral Skills

The effect of shadowing on oral skills theme was pointed out in 28% of the interviews. The parts of the interview concerning speaking skills have reflected that participants thought shadowing affected their development of oral skills positively in terms of pronunciation, intonation, rhythm, connected speech, word stress, and fluency. Moreover, some of them believed shadowing encouraged them to practice L2 speaking. These terms were divided into four categories as:

1. practicing speaking
2. pronunciation
3. intonation, rhythm, connected speech, word stress
4. fluency

As presented in Figure 4.14., 32% of the responses in this theme category were related to the effects of shadowing on enhancing pronunciation and pronunciation errors of individual words. While 31% of the responses indicated that shadowing is beneficial for improving specific speech features such as intonation, rhythm, connected speech, word stress, 27% signified that participants found shadowing as a tool to practice speaking. However, only 10% of the responses mentioned the word 'fluency'. Compared to the other topics, this rate was not high.

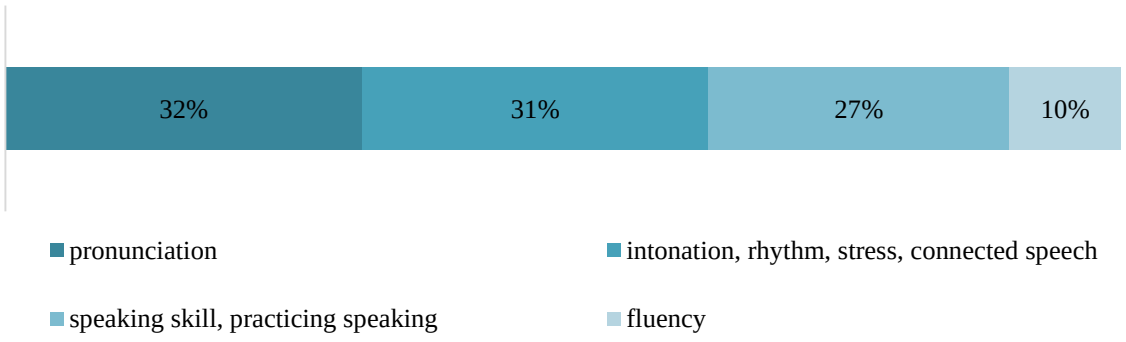

Figure 4.14. The reported effect of shadowing on oral skills

4.3.3. Attitude Towards the Shadowing Technique

Two contradicting topics emerged related to the participants' attitude toward shadowing practices: "fun, easy, motivate, good" versus "difficult, burden, boring,

exhausting and time consuming". The data analyzed by content analysis revealed that although participants liked shadowing, they also found the process difficult because they needed to carry out the tasks every two weeks for two terms. The percentages of the frequency of the two themes are presented in Figure 4.15.

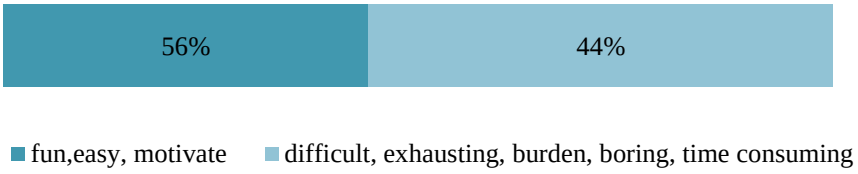

Figure 4.15. The reported attitudes toward the shadowing technique

4.3.4. The Shadowing Experiences

This section consists of both negative and positive sides of shadowing in terms of the benefits and complaints about shadowing experiences. This category, which makes up 21% of the interview data analysis, includes four themes:

1. self-monitoring, correction of errors, compare, awareness,
2. feedback,
3. repeating, recording again,
4. memorization.

The percentage of these topics were close to each other, as summarized in Figure 4.15. In the first place, 39% of participants reported that shadowing made them compare their speaking performance with the model speaker in order to find and correct their pronunciation errors. So, they thought the shadowing technique had the learners monitor their L2 learning in terms of speaking and let them become aware of suprasegmental features of English more. Results showed that all participants who participated in the interviews articulated the positive effects of feedback provided by their instructor 31 times, which was 25% of this topic. However, 21% of them complained about the difficulty of shadowing practice as recording their final shadowing performance repeatedly. On the other hand, 19% admitted that at the beginning of the study they were trying to memorize all the script of the model audio to be perfect in the final recording which was hard to achieve. However, they decided to follow the steps as having been introduced and did the tasks easily.

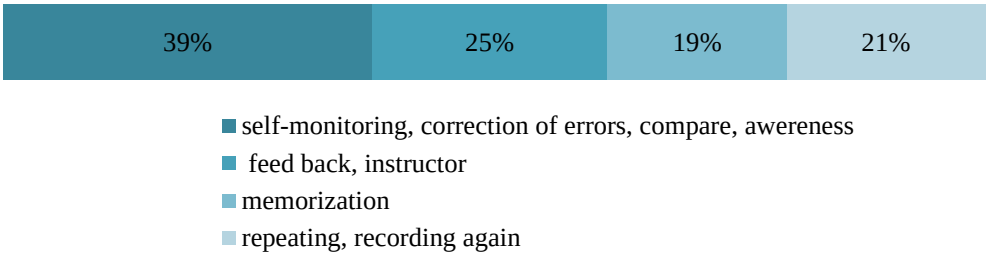

Figure 4.16. The reported participants' experience on shadowing practices

CHAPTER V

5. DISCUSSION, CONCLUSION, AND SUGGESTIONS

In this part, the results of the present study are discussed in light of the previous studies on shadowing. The results of the three instruments: speech feature assessment, the survey and the interview are discussed by comparing the results of the related studies. Additionally, suggestions for future studies are presented.

5.1. Discussion on Results of the Language Assessment

The language assessment was carried out by four native speaker raters in order to obtain quantitative data for this study in terms of whether the experimental group could enhance oral proficiency via video-based shadowing practices. The changes in the participants' speech needed to be noticeable for human raters as expressed in Foote and McDonough's study (2017). Comprehensibility, pronunciation, intonation, and speech rate were scored using read-aloud tasks as pre- and post-tests so that the improvement of both groups could be measured statistically. In summary, the results suggest that shadowing practices helped the participants of the experimental group slightly improve comprehensibility, intonation, and speech rate, but not pronunciation. The experimental group participants of the present study benefited from the video-based shadowing practices mostly in terms of developing speech rate and intonation. However, the experimental group did not demonstrate statistically significant improvement.

5.1.1. Discussion on Comprehensibility

The results of the language assessment suggest that shadowing practices helped the participants of the experimental group improve their comprehensibility. A small difference was found between the mean scores of pre- and post-test comprehensibility ratings. Thus, this result indicated that the shadowing technique slightly improved the comprehensibility of the experimental group participants of the current study. On the other hand, the study of Foote and McDonough (2017) indicated that participants' mean scores of comprehensibility demonstrated overall improvement in their L2 comprehensibility through shadowing practices. Moreover, the results of one-way repeated measures ANOVAs for comprehensibility were significant in Foote and McDonough's study (2017). The reason behind the difference between these two studies' results in terms of

pronunciation might be that the study of Foote and McDonough was conducted in an ESL context while the current study was carried out in an EFL context.

5.1.2. Discussion on Pronunciation

There was no significant difference between the mean scores of pre- and post-test pronunciation ratings when comparing the experimental group and the control group's improvements. The results suggested that participants did not develop their pronunciation in terms of vowel and consonant accuracy of individual words through shadowing tasks in the current study. In contrast with the previous studies (Bovee & Stewart, 2009; Hsieh, et al., 2013; Martinsen et al., 2017, Mishima & Cheng, 2017), shadowing did not help the participants improve pronunciation of individual sounds in the present study. However, while the present study administered a language assessment by four native speaker raters, the study of Hsieh et al. utilized a computer program to evaluate the participants' speeches. Although there were two raters in Mishima and Cheng's study (2017), it was a pilot study and there were only five participants. Bovee and Stewart's study (2009) investigated overall pronunciation through shadowing by rating the pre- and post-shadowing performances with eight native speakers and found significant improvement in L2 pronunciation. As in the present study, a read-aloud task was administered as pre- and post-test and three raters scored the participants in the study of Martinsen et al. (2017). Despite the method similarity with the present study, the result of the current study in terms of pronunciation was not consistent with the results of Martinsen et al.'s research (2017) in which participants showed significant progress in general pronunciation.

A possible explanation for this might be the definition of pronunciation in the language assessment forms. Pronunciation errors was defined as pronunciation of individual sounds, in essence, articulation of vowel and consonants. Hence, it might be difficult to assess the performances of participants in terms of pronunciation errors with three other speech features by listening to the recording only once.

5.1.3. Discussion on General Intonation

Intonation, including rhythm and connected speech, was one of the speech features investigated in order to determine the effect of shadowing on oral proficiency in the present study. Regarding the results of language assessments, the participants of this study benefited from the shadowing practices in terms of developing their intonation. Similar to the related studies of Hsieh et al. (2013), Mishima and Cheng (2017) and Mori (2011), this

research found that shadowing was found to show some improvement in the mean intonation ratings. However, this improvement was not found to be statistically significant in the present study.

5.1.4. Discussion on Speech Rate

The present study found that shadowing slightly improved the speech rate of the participants through video-based shadowing practices. Compared to the other speech features, speech rate was the most improved feature via shadowing practices by L2 learners in the present study. In other words, the participants of the present study benefited most from shadowing in developing their speech rate. This result was also reported by Rongna and Hayashi (2012) and in their study low achievers benefited from shadowing more than higher achievers in terms of speech rate comparing the starting scores of both low and higher achievers. Contrary to the present study, significant main effect on the shadowing task in terms of speech rate was found in ANOVA regardless of the group in Rongna and Hayashi's study (2012).

5.2. Discussion on the Results of the Survey

The findings of the survey revealed that the majority of participants thought the shadowing technique was efficient in developing overall speaking skills. Sumiyoshi and Svetanant (2017) pointed out that the majority of participants showed agreement on if shadowing ability were improved, speaking skills would be improved. On the other hand, Lin's study (2009) which was an unpublished master's thesis demonstrated that shadowing helped participants develop overall L2 speaking skills by using a standardized proficiency test as pre- and post-test. Therefore, Lin's study might support the findings of the survey about the effect of shadowing on overall speaking skills in the current study.

In the current study, most of the participants found shadowing helpful to develop specific speaking features: pronunciation, intonation, word stress, connected speech and rhythm. In accordance with the survey findings of the present study, Bovee and Steward's study (2009) demonstrated that using shadowing was found beneficial by the majority of participants in order to improve speaking features such as the pronunciation of individual sounds and intonation. Additionally, these findings were in accord with the study of Sumiyoshi and Svetanant (2017), which indicates most of the participants believed in enhancing general pronunciation through shadowing practices.

Overall, regarding the responses of participants to the items related to attitudes towards shadowing practices, the findings demonstrated positive attitudes and thoughts. For instance, most of the participants thought that shadowing had pedagogical value and it is worth practicing. Also, the majority of learners reported that they intend to recommend shadowing to other L2 learners. Although there were complaints about the shadowing technique as a time-consuming task, the majority of the participants' responses indicated that it was fun to learn new or interesting through shadowing. Moreover, the majority of the responses found shadowing to be useful for learning new vocabulary and chunks. There are similarities between the attitudes expressed by the findings of the survey in this study and those described in Sumiyoshi and Svetanant's study (2017). Furthermore, in the current study, the item 39 investigating how much participants liked shadowing task was similar with the item used in Foote and McDonough's interview. While the mean rating of item 39 was 4.4 in a 7-point Likert scale, which equals to 68% in the current study, the mean score of the similar item in a 9-point Likert scale was 7.63 (84%) in Foote and McDonough's research. So, it seems that the experimental group participants of the present study had lower ratings of the shadowing activity compared to the participants of Foote and McDonough's study. This might be because the materials used in the Foote and McDonough's study were video clips from popular comedy television series. Also, carrying out shadowing tasks was a course requirement for the experimental group participants of the present study while the participants of the study of Foote and McDonough's were paid for their participation to their study.

When comparing the findings of the two open-ended questions related to the positive and negative sides of shadowing practices with Bovee and Steward's survey findings (2009), it can be concluded that similar issues emerged. *Time-consuming, task difficulty, boring* were the common negative expressions for both studies inferred from the participants' answers. While (shadowing) *improves pronunciation, improves speaking skills, improves listening skills,* and *improves fluency* were mentioned as the positive aspects of shadowing in the present study, *educational/worthwhile, improves pronunciation, improves listening, and improves transcription quiz performances* were the topics stated in Bovee and Steward's study (2009). Furthermore, the findings of the two open-ended questions of this study also seemed to be consistent with Sumiyoshi and Svetanant's (2017) in terms of the participants' responses to questions about the positive and negative sides of shadowing practices. While the positive expressions related to

shadowing were reported as *shadowing practices improve speaking, listening and pronunciation,* the negative responses were *speed too fast, frustrated/stressed, difficult to understand,* and *time-consuming* in Sumiyoshi and Svetanant's study (2017). Similarly, the participants of the present study answered the two-open-ended questions with similar responses in terms of both negative and positive sides of shadowing practices.

The majority of the participants reported shadowing practices help them to improve their overall listening skills. These findings were in accord with the studies of Bovee and Steward (2009) and Sumiyoshi and Svetanant (2017). In Bovee and Steward study (2009), 86% of the responses agreed with the idea that shadowing improved their listening skills. Similarly, 85% of the responses to the items related to shadowing effects on overall listening skills showed agreement in the current study. Furthermore, while 77% of the responses indicated that the participants believed they became better at listening after practicing shadowing in Sumiyoshi and Svetanant's study (2017), 77% of responses signified agreement on the effect of shadowing on listening comprehension in the present study. Besides, our participants' thoughts about shadowing in terms of listening mentioned above were also supported by the study of Teteer (2017). Teteer (2017) administered a survey as pre- and post-test before and after the shadowing practices. The responses to the items listed under linguistic self-confidence revealed significant mean difference in terms of participants' thoughts about listening comprehension (Teteer, 2017).

5.3. Discussion on the Interview Results

The interview data were analyzed through content analysis and the results of the interview analysis were divided into four categories: the improvement through video-based shadowing, effects of shadowing on oral skills, attitudes toward the shadowing technique and the shadowing experiences. Overall, the attitudes of participants towards the shadowing technique were positive. The most frequently used word was *improve* by the participants. Despite the difficulty in recording shadowing performance repeatedly, all participants found shadowing efficient in improving speech features: pronunciation, intonation, rhythm, word stress and connected speech. Although less than half of the participants' responses found shadowing difficult to practice initially, time-consuming, and almost boring, they thought shadowing was worth practicing. This accords with the findings of Foote and McDonough's study (2017) which showed that the participants' first thoughts about shadowing have changed till the end of their study in terms of the effectiveness of shadowing. Finally, the importance of receiving feedback for each

shadowing task was emphasized by all the participants in the interviews in the present study. Similarly, the importance of feedback in shadowing practices was revealed as participants' responses to the item related to benefits of feedback in terms of finding mistakes demonstrated 74% agreement in the study of Sumiyoshi and Svetanant (2017).

5.4. Conclusion and Suggestions

This study aimed at investigating the effect of shadowing on comprehensibility, pronunciation of individual sounds, intonation, and speech rate of EFL learners and the learners' thoughts about the shadowing practices. The evaluations of the participants were carried out by native speaker raters through online language forms. Results pointed out that the experimental group of the participants illustrated enhancement slightly in comprehensibility, intonation and speech rate through shadowing practices compared to the mean scores of the control group. The control group did not show enhancement in the mean scores of comprehensibility, intonation, and speech rate but in pronunciation slightly. The little increase in the mean score of pronunciation was close to each group's scores, so this indicated that shadowing did not improved the pronunciation of the experimental group. However, regardless of the group, there was no significant pre- and post-test difference in any of the speech features in terms of the ANOVA results. On the other hand, the attitudes towards the shadowing technique were positive when examining the results of the survey and the semi-structured interview. Participants thought it was worth practicing shadowing and recommending to other L2 learners.

As for pedagogical implications, shadowing may be beneficial for high school students in terms of raising awareness about speech features, improving listening or oral proficiency. A well-designed shadowing activity can be given as a home assignment as in the present study. Students can get an e-mail from their teacher including steps of the shadowing exercise to follow and the link of the video to practice shadowing with the specific duration to shadow. The students need to watch the video without subtitles for general understanding and shadow the speaker at least three times. Then, the students should record their performance and e-mail the final performance to their teacher to get feedback or marks.

Also, a preservice English teacher or an English teacher could utilize the shadowing technique for practicing English in the classroom. For instance, a video material of either a monologue or a dialogue that is suitable for the students' L2 level can be practiced through

shadowing. First, a teacher needs to design a course to use shadowing in class and should introduce the shadowing activity to the students before the activity. Students watch the video without subtitles for the first time for gist. Then, an optional listening comprehension activity might be carried out briefly in order to measure the students' understanding of the shadowing material. After that, the students should be asked to pay attention to the pronunciation of the model speaker while watching the video again with subtitles. Next, the students should shadow 20 or 30 seconds of the model speech a few times in the classroom. Meanwhile, the teacher should monitor the students shadowing activity. After the shadowing, a volunteer student might be asked to read aloud the part practiced through shadowing and the teacher should record the student's performance to compare it with the model speech. The teacher should provide feedback on this. On the other hand, students might be asked to shadow the 20 or 30 seconds of the same material for three or four times either after school as homework or in a CALL room at school individually. Finally, students are required to record themselves while reading aloud the subtitles of the shadowing material and send their final performance to their teacher via e-mail to get feedback.

In the present study, native speaker raters evaluated the pre- and post-test of the participants who practiced shadowing for two terms. In future studies, the pre- and post-performances of participants would also be analyzed through acoustic analysis, in addition, to be rated by human raters. Comparing both rater results and acoustic results might create more reliable results in terms of oral proficiency. On the other hand, the problematic sounds of the target language for L2 learners could be focused on through shadowing practices.

Shadowing effect on listening comprehension or oral proficiency could be investigated on high school students in an EFL context. Using the shadowing technique can be blended with explicit pronunciation instruction in class. L2 learners should be supported by the instructor with feedback as in this study because the learners were motivated thanks to feedback. The effect of feedback through shadowing could be examined. Furthermore, it is needed to investigate whether the shadowing technique is beneficial for other aspects of L2 learning such as vocabulary learning and grammar learning. Carrying out these tasks in a laboratory environment and controlling for more extraneous factors is also recommended.

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APPENDICES

Appendix 1. Personal Information Form for Raters

1. PERSONAL INFORMATION (Will Remain Confidential)

E-mail address:_____
Sex: Female_____ Male:_____
Year of Birth:_____Place of Birth (country):_____
Occupation:_____
Highest Level of Schooling:
Secondary_____ High school_____ College_____ Graduate School_____

2. LINGUISTIC INFORMATION

Mother Tongue: _____
How long have you ever lived in a Turkish-speaking country?_____
If yes, when was it and how long did you stay?
Age of arrival: _____ Length of stay: _____

3. SECOND/FOREIGN LANGUAGE(S): (besides English, in the order of acquisition/learning)

Second/Foreign Language 1:_____

	Beginner	Intermediate	Advanced	Near Native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

Second/Foreign Language 2: _____

	Beginner	Intermediate	Advanced	Near Native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

Second/Foreign Language 3:_____

	Beginner	Intermediate	Advanced	Near Native
Reading				
Writing				
Speaking				

Listening				
Overall Competence				

Second/Foreign Language 4:_____

	Beginner	Intermediate	Advanced	Near Native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

Appendix 2. Personal Information Form for Participants

1. **KATILIMCI BİLGİLERİ (Gizli tutulacaktır)**

İsim:_____

Kadın:_____ Erkek:_____

Yaş:_____Doğduğu ülke:_____

2. **DİL BİLGİLERİ**

Ana dili: _____

"Eğitim dili" Türkçe olmayan bir okulda okudunuz mu? Evet _____ Hayır _____

Yanıtınız EVET ise okul adını yazınız: _____

İngilizce biliyor musunuz? Evet _____ Hayır _____

Yanıtınız EVET ise kaç yıldır İngilizce öğrenmektesiniz?_____

İngilizceyi ne sıklıkta kullanmaktasınız? ("X" ile işaretleyiniz.)

Her zaman_____ Genelde_____ Bazen_____ Nadiren_____ Hiç_____

İngilizceyi genelde nerede kullanmaktasınız?

Ev:_____İş/Okul:_____ Sosyal Ortamlar:_____

İngilizcenin ana dili olarak konuşulduğu bir yerde 3 aydan uzun süre kaldınız mı?_____

EVET ise, nerede ve ne kadar süre? Kaç yaşında: _____Kalma süresi: _____

3. **İNGİLİZCE YETERLİLİKLERİ**

Daha önce standart bir İngilizce yeterlilik testi (ör. TOEFL, YDS, IELTS, Vb.) aldınız mı?

_____

Yanıtınız EVET ise, aldığınız puanı yazınız: _____

Aşağıdaki alanlarda İngilizce yeterliliğinizi nasıl değerlendiriyorsunuz?

	Başlangıç	Orta	İleri	Ana dili gibi
Okuma				
Yazma				
Konuşma				
Dinleme				
Genel Yeterlilik				

4. **İKİNCİ/YABANCI DİL(LER): (İngilizce dışında bildiğiniz dilleri öğrenme sırasına göre yazınız)**

İkinci/Yabancı Dil 1:_____

	Başlangıç	Orta	İleri	Ana dili gibi
Okuma				
Yazma				
Konuşma				
Dinleme				
Genel Yeterlilik				

İkinci/Yabancı Dil 2: _____

	Başlangıç	Orta	İleri	Ana dili gibi
Okuma				
Yazma				
Konuşma				
Dinleme				
Genel Yeterlilik				

Appendix 3. The Survey

Gölgeleme Etkinliği Değerlendirme Anketi

A. Aşağıdaki ifadeleri okuyup İngilizce becerilerinizi düşünerek size uygun değerlendirmeyi işaretleyiniz

		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1	Gölgeleme tekniği kelime telaffuzumu geliştirmeme yardımcı oldu.					
2	Gölgeleme alıştırmalarından sonra İngilizce konuşulanları daha kolay anlayabiliyorum.					
3	Telaffuz hatalarımı bulmam ve düzeltmem için geri dönüt almam faydalıdır.					
4	Gölgeleme alıştırmalarından sonra bağlantılı konuşma (connected speech) becerilerim gelişti.					
5	Kendi ses kayıtlarımı dinlemek, konuşmamı geliştirmem için iyi bir yol.					
6	Gölgeleme tekniği kelime vurgusunu geliştirmeme yardımcı oldu.					
7	Gölgeleme tekniği cümleleri tonlamamı geliştirmeme yardımcı oldu.					
8	Gölgeleme tekniği akıcı konuşma becerimi geliştirmeme yardımcı oldu.					
9	Gölgeleme tekniği bağlantılı konuşma (connected speech) kullanımı becerilerini geliştirmeye yardımcıdır.					
10	Gölgeleme tekniği genel konuşma becerilerimi geliştirmeme yardımcı oldu.					
11	Gölgeleme tekniği konuşma özelliklerine daha fazla odaklanmamı sağladı.					
12	Gölgeleme sürecinden sonra İngilizce konuşmaya daha istekli hissediyorum.					
13	Gölgeleme uzun süreli yapıldığında telaffuz becerilerini geliştirir.					
14	Gölgeleme tekniği dinleme becerilerini geliştirmeye yardımcı olur.					
15	Gölgelemenin telaffuz ve tonlamama katkısı olmadı.					
16	Gölgeleme dinleme becerilerimi geliştirdi.					
17	Videoları ilk izlediğimde genelde konuşmaları anlamadım.					
18	Gölgeleme tekniği konuşma becerilerini geliştirmeye yardımcı olur.					
19	Gölgelemeden sonra İngilizcede bağlantılı konuşmaları (connected speech) dinlerken daha iyi anlamaya başladım.					
20	Gölgeleme tekniği konuşmada ritim becerilerimi geliştirmeme yardımcı oldu.					
21	Telaffuz ve tonlama becerilerimi geliştirmek benim için					

	önemli.					
22	Gölgeleme tekniğinin eğitici değeri vardır ve bu teknikle çalışmaya değer.					
23	Gölgeleme tekniğini sevdim çünkü zorlayıcı ve öğreticiydi.					
24	Gölgeleme yaparken yeni veya ilginç bir şey öğrenmek eğlenceli oluyor.					
25	Videolardan yeni kelimeler ve kalıplar öğrendim.					
26	Gölgeleme için seçilen videolar ilgi çekiciydi.					
27	Gölgeleme için kendim video seçmem istense ödevi yapmak daha eğlenceli olurdu.					
28	Gölgeleme tekniğinde giderek daha iyi hale geldim.					
29	Gölgelemeyi daha hızlı yapmak önemlidir.					
30	Gölgeleme yapmak çok zamanımı aldı.					
31	Gölgeleme tekniğini uygulamak sıkıcıydı.					
32	Gölgeleme tekniğini uygulamak zordu.					
33	Gölgeleme ödevime geri dönüt aldığımda kendimi geliştirdiğimi düşünüyorum.					
34	Gölgelemeden sonra bağlantılı konuşma (connected speech) özelliklerini daha çok kullanmaya başladım.					
35	Gölgeleme tekniğini yabancı dil öğrenenlere tavsiye ederim.					
36	Ders bittikten sonra da gölgeleme yapmaya devam edebilirim.					

B. Aşağıdaki soruları kısaca yanıtlayınız.

37. Sizce gölgeleme tekniğinin olumlu yönleri nelerdir?

……

……

……

……

38. Sizce gölgeleme tekniğinin olumsuz yönleri nelerdir?

……

……

……

……

C. Aşağıdaki soruları bir rakamı daire içine alarak yanıtlayınız.

39. Gölgeleme tekniğini ne kadar seviyorsunuz?

Sevmiyorum 1 2 3 4 5 6 7 Seviyorum

40. Genel olarak videolardaki konuşmaların hızı nasıldı?

Çok Yavaş 1 2 3 4 5 6 7 Çok Hızlı

41. Ne kadar sıklıkla videoyu durdurup tekrar dinlediniz?

Nadiren 1 2 3 4 5 6 7 Her zaman

42. Altyazıları ne sıklıkla okudunuz?

Nadiren 1 2 3 4 5 6 7 Her zaman

Appendix 4. The Semi-Structured Interview

Mülakat Soruları

1. Genel olarak gölgeleme deneyimini nasıl buldunuz?
2. İlk gölgeleme ödevi deneyiminiz nasıldı? Sonuncular nasıldı? Arada ne gibi farklar var? Gölgeleme şekliniz başlangıçtan sona doğru değişti mi? Gölgeleme becerinizin değiştiğini hissediyor musunuz?
3. Sizce gölgeleme tekniği telaffuzu geliştirmek için etkili mi?
4. Gölgeleme tekniği etkinliklerinin bir sonucu olarak genel İngilizce konuşma becerinizin değiştirdiği düşünüyor musunuz?
5. Gölgeleme tekniğinin sizde değiştirdiği başka bir konuşma niteliği var mı? (Akıcı konuşma, tonlama, vurgu, bağlantılı konuşma vb.)
6. Gölgeleme tekniğinin dinleme becerilerinizi değiştirdiğini düşünüyor musunuz?
7. Kayıtlarda kendi sesinizi dinlemekten hoşlandınız mı? Bu yararlı oldu mu yoksa gereksiz miydi? Eğer yararlıysa hangi açıdan yararlıydı?
8. Hocanızdan geri dönüt almak faydalı oldu mu? Eğer olduysa, nasıl bir faydası oldu?
9. Şu ana kadar 11 gölgeleme ödevi yaptınız. Çalışmanın süresi hakkında ne düşünüyorsunuz? Gölgeleme tekniğinden giderek sıkıldığınızı mı hissediyorsunuz yoksa bu tekniği kullanmaya devam eder misiniz?
10. Gölgeleme tekniğini uygularken size en zor gelen neydi?
11. Gölgeleme tekniğini başkalarına önerir misiniz?
12. Sizce gölgeleme çalışması nasıl geliştirilebilir? (Uygulamaya daha fazla/ başka adım eklemek vb.) Gölgeleme tekniği hakkında söylemek istediğiniz başka bir şey var mı?

Appendix 5. The Description of the Study in the Rating Forms

Dear Rater,

- This study carried out within the scope of my Master thesis, aims at investigating the effects of video-based shadowing on oral skills in English as a Foreign Language (EFL) context. The study intends to investigate the effect of shadowing on the speech features (i.e., pronunciation, intonation, rhythm, speech rate) of English learners.

- Participation in this study is completely voluntary. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

- Your answers will not be shared with anyone except the researchers. There is no personal question in this study. The data will be evaluated holistically and will be used for only scientific publication. The researcher will maintain the confidentiality of the research data.

- If you need more information about this study's purpose, please contact me via sultaanugur@gmail.com.

- Thank you in advance for your participation and contribution.

Sultan Mıcık, Master's student, Foreign Language Education Program, Pamukkale University, Turkey

Supervisor: Dr. Filiz Rızaoğlu, Pamukkale University, Turkey

If you agree to participate in this study, please read and approve the item below.

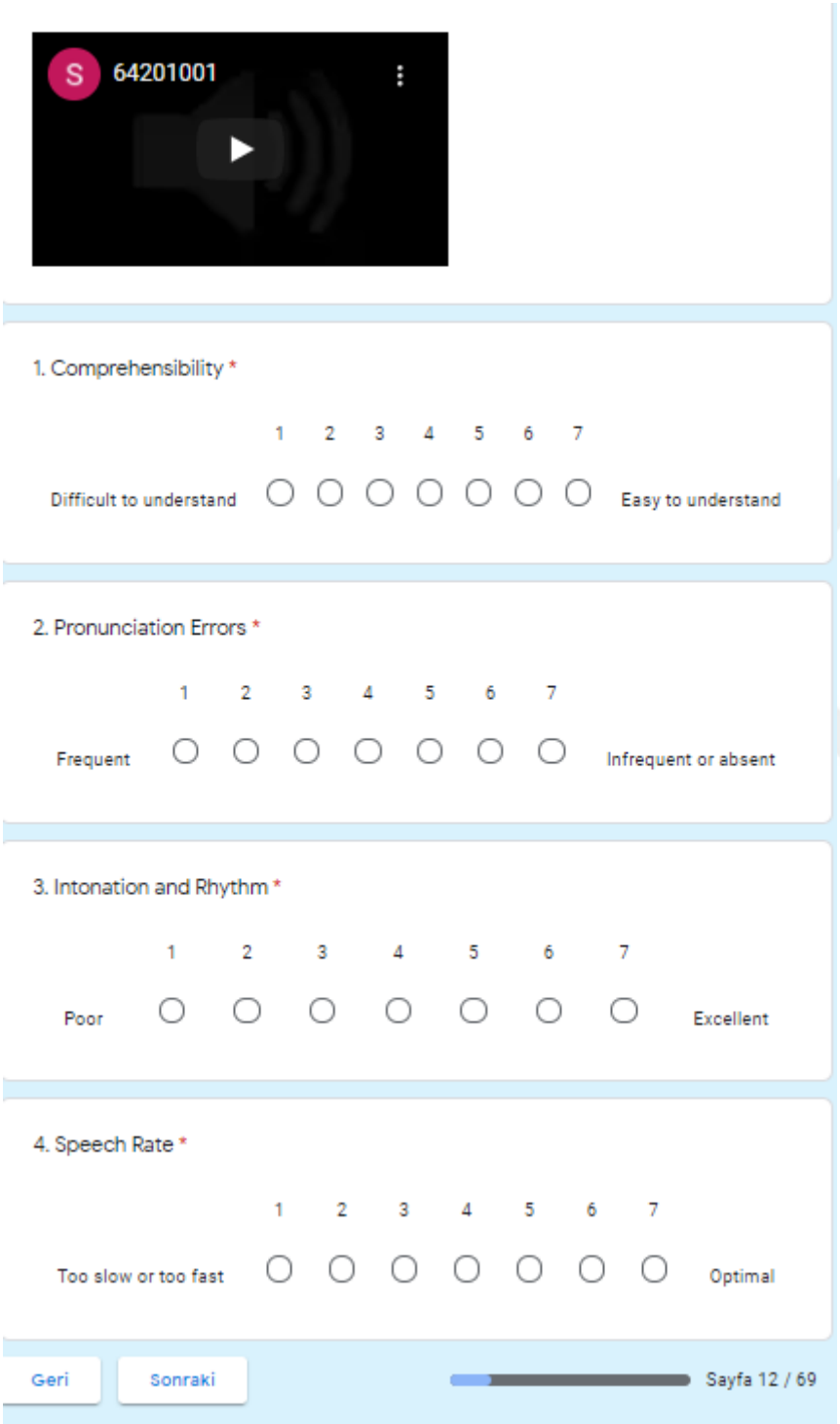
☐ I have read the description of the study. I agree to participate in the research study. I understand the purpose and nature of this study and I am participating voluntarily. I understand that I can withdraw from the study at any time.

Appendix 6. Instructions for Raters in the Rating Forms

Instructions

- This form is designed for rating participants' read-aloud performance.
- You need to be in a silent place or use a headset while doing the rating.
- Make sure you have a good internet connection while doing the rating.
- There are definitions for each speech feature.
- There are 52 audio recordings and 4 speech features for each audio recording. There is a trial part including definitions of speech features and 4 audio recordings in the beginning.
- Please listen to each audio recording once. Then, rate the performances between 1 and 7 for each item.
- There is a progress bar under each question so that you can monitor your progress.
- After completing all the items, make sure you click on the ‘Submit’ button.
- Thanks in advance for participating!

Appendix 7. Online Rating Form- Sample



Appendix 8. Shadowing Task- Sample

Listen to the speech below carefully.

https://www.youtube.com/watch?v=vudaAYx2IcE

(starts with "Apparently…") 0:09-2:11

1. SHADOWING STEPS

1. Watch the video without subtitles with headphones if possible.
2. Shadow the sentences at least twice.
3. Watch the video with subtitles/interactive script.
4. Practice saying the sentences by shadowing the speaker while following the subtitles/script.
5. Practice shadowing the speaker paying attention to prosody (e.g., rising intonation, falling intonation, etc.), word stress, etc.
6. Review and re-record your voice until satisfied with the quality. (Recording duration: 2:09 minutes).

From time to time you can look at the subtitles or the transcript while recording yourself in order to remember some words, but do not directly read the script.

7. Note down how long you practiced (in minutes), how many times you recorded the speech.
8. Submit your audio file. The title of the file should be your name and surname.

2. FILE SUBMISSION

You are going to send:

- An audio (MP3) file or use the *online recording* part in Moodle.
- A word file where you write the connected speech parts in the video.
- Also, give information about your practice time in the comments part.

Example:

Practice Time: 30 minutes

Number of Recording Trials: 3

- If the file size is small (up to 1.5 GB), submit the file through Moodle.
- If the file size is large, send the video file to your instructor's e-mail address via www.wetransfer.com

Appendix 9. Ethics Committee Approval

T.C.
PAMUKKALE ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLERİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

SAYI: 68282350/2018/G04

Toplantı Tarihi : 10.04.2019
Toplantı Sayısı : 04
Toplantı Saati : 11:00

S.N	Adı Soyadı	İmza
1	Prof. Dr. Ersan ÖZ	
2	Prof. Dr. Ertuğrul İŞLER	
3	Prof. Dr. Asım ÇİVİTÇİ	
4	Prof. Dr. Abdurrahman TANRIÖGEN	
5	Prof. Dr. Fatih YAYLA	
6	Prof. Dr. İsmet PARLAK	
7	Prof. Dr. Selçuk B. HAŞILOĞLU	

KARAR 1-Üniversitemiz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Programı 172151015 numaralı Tezli Yüksek lisan öğrencisi Sultan UĞUR'un Tez Danışmanı Filiz RIZAOĞLU sorumluluğunda **"Develoment ofL2 oral Proficiency Through Video-Based Shadowing Practices"** başlıklı tezinin başvuru formunun usul ve etik açıdan incelenmesi talebiyle verdiği beyan ve ekler tetkik edilmiş olup; proje sahibinin, başvurusunda yer alan bilgi, belge ve taahhütnamelere uygun bilimsel davranışlar sergileyeceği kanaati oluşmuştur. İş bu karar oy birliği ile alınmıştır.

ASLI GİBİDİR
10.04.2019

Prof. Dr. ErsanÖZ
Başkan

PERSONAL INFORMATION (CV)

Personal Information	
Name	Sultan
Surname	Mıcık
Birth place/date	
Nationality	T.C
Contact address and e-mail address	[illegible]
Educational Background	
Primary	Ömer Bedrettin Ortaokulu
Secondary	Orhan Dengiz Anadolu Lisesi (2003-2007)
Higher Education (Bachelor's degree)	Pamukkale University (2008-2012)
Higher Education (Master's degree)	Pamukkale University, Foreign Languages Teaching Department (2017-)
Foreign Language	
Foreign Language	English
Exam name	YDS
Exam date	March, 2017
Points received	96,25
Professional Experience	
2013-2014	Hatay/Kırıkhan Bahçelievler Ortaokulu
2014-2015	Hatay/Kırıkhan Fatih Sultan Mehmet Ortaokulu
2015-2019	Uşak/Eşme Karaahmetli Ortaokulu (Eşme/Uşak)
2019- still	Afyonkarahisar/Şuhut Şuhut Anadolu Lisesi