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GÖLGELEME EĞİTMİNİN AZERBAYCANLI ÖĞRENCİLERİN İNGİLİZCE KONUŞMADA AÇIKLILIK, ANLAŞILABİLİRLİK, AKICILIK VE AKSANLIK ÜZERİNE ETKİSİNİN İNCELENMESİ

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EXPLORING THE INFLUENCE OF THE SHADOWING TECHNIQUE ON THE INTELLIGIBILITY, COMPREHENSIBILITY, FLUENCY AND ACCENTEDNESS OF AZERBAIJANI EFL STUDENTS IN ORAL DISCOURSE

MASTER'S THESIS

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AKDENİZ ÜNİVERSİTESİ

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YÜKSEK LİSANS TEZİNİN ADI:

Exploring the Influence of the Shadowing Technique on the Intelligibility, Comprehensibility, Fluency, and Accentedness of Azerbaijani EFL Students in Oral Discourse

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a loving family that has always been there for me throughout my journey. Their support, love, and understanding have had a profound impact on me in every aspect of my life. I am deeply grateful to all of them for their constant encouragement and affection, which is invaluable to me.

ABSTRACT

EXPLORING THE INFLUENCE OF THE SHADOWING TECHNIQUE ON THE INTELLIGIBILITY, COMPREHENSIBILITY, FLUENCY, AND ACCENTEDNESS OF AZERBAIJANI EFL STUDENTS IN ORAL DISCOURSE

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Master's Thesis, Department of English Language Teaching

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January 2025, 74 + xvi pages

This mixed-methods study with a quasi-experimental design investigates the influence of the shadowing technique on university students' intelligibility, comprehensibility, fluency, and accentedness in oral discourse. The study was conducted with the participation of 15 students (aged 17-18) studying at Azerbaijan University of Languages, selected using the convenience sampling method. Quantitative data came from pre- and post- test scores of two tasks (a shadowing task and a picture narration task), and qualitative data came from semi- structured interviews. The pre-test was evaluated in terms of intelligibility, comprehensibility, oral fluency, and accentedness by a native speaker of American English, an expert in linguistics. After two hours of training on the shadowing technique, the participants practiced shadowing speeches and dialogues from popular American TV series, such as *New Girl, Friends, Raising Hope, Christmas Comes Twice, and How I Met Your Mother*, once a week for five weeks. They posted recordings of their renditions on a learning management system (LMS). After a five-week-long intervention, the same pre-test was administered as the post-test, evaluated by the same rater in terms of intelligibility, comprehensibility, oral fluency, and accentedness.

To collect qualitative data, the study employed semi-structured interviews that focused on the students' experiences with shadowing and its influence on their language skills. Thematic analysis was conducted to identify key patterns and themes in the interview data, leading to several significant findings.

The results show that shadowing, particularly when tied to engaging and relevant media content, significantly improved students' English fluency. Participants reported enhanced speech fluency, a better understanding of native speakers' pronunciation, and a reduction in their accents, contributing to more natural and intelligible speech. Furthermore, the study found that the context provided by the video clips enhanced students' grasp of language rhythm, stress, and intonation, which are crucial elements of connected speech.

This study contributes to the growing body of research on pronunciation pedagogy by demonstrating the effectiveness of shadowing in improving speaking skills. It also highlights the importance of incorporating mainstream media into language learning, offering learners authentic, real-world experiences.

Keywords: Shadowing, intelligibility, comprehensibility, fluency and accentedness in oral discourse.

ÖZET

GÖLGELEME EĞİTİMİNİN AZERBAYCANLI ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMADA AÇIKLIK, ANLAŞILABİLİRLİK, AKICILIK VE AKSANLIK ÜZERİNE ETKİSİNİN İNCELENMESİ

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Yarı deneysel bir tasarıma sahip bu karma yöntem çalışması, gölgeleme tekniğinin üniversite öğrencilerinin sözlü söylemde açıklık, anlaşılabilirlik, akıcılık ve aksanlılık üzerindeki etkisini araştırmaktadır. Çalışma, Azerbaycan Diller Üniversitesi'nde öğrenim gören ve uygun örnekleme yöntemi kullanılarak seçilen 15 öğrencinin (17-18 yaş) katılımıyla gerçekleştirilmiştir. Nicel veriler iki görevin (bir gölgeleme ve bir resim anlatma) ön ve son test puanlarından, nitel veriler ise yarı yapılandırılmış görüşmelerden elde edilmiştir. Ön test, dilbilim uzmanı olan ve anadili Amerikan İngilizcesi olan bir kişi tarafından açıklık, anlaşılabilirlik, akıcılık ve aksanlılık açısından değerlendirilmiştir. Gölgeleme tekniğiyle ilgili iki saatlik eğitimin ardından katılımcılar beş hafta boyunca haftada bir kez *New Girl, Friends, Raising Hope, Christmas Comes Twice* ve *How I Met Your Mother* adlı popüler Amerikan dizilerinden alınan konuşma ve diyalogları gölgeleme pratiği yaptılar. Beş hafta süren gölgeleme çalışmasının ardından, aynı ön test son test olarak uygulandı ve aynı puanlayıcı tarafından açıklık, anlaşılabilirlik, akıcılık ve aksanlılık açısından değerlendirildi.

Nitel veriler, öğrencilerin gölgeleme deneyimlerine ve bunun dil becerileri üzerindeki etkisine araştıran yarı yapılandırılmış görüşme ile toplanmıştır. Görüşme verilerindeki temel

örüntüleri ve temaları belirlemek için tematik analiz yapılmış ve birkaç önemli bulguya ulaşılmıştır.

Sonuçlar, gölgeleme çalışmasının öğrencilerin İngilizce konuşmalarına açıklık, anlaşılabilirlik, akıcılık açılarından önemli ölçüde olumlu yönde geliştirdiğini ve aksanlılığını azalttığını göstermiştir. Nitel veriler, konuşma akıcılığının arttığını, anadili İngilizce olan kişilerin telaffuzlarını daha iyi anladıklarını ve aksanlarının azaldığını, bunun da daha doğal ve anlaşılır konuşmaya katkı sağladığını göstermiştir. Çalışma ayrıca, video klipleri tarafından sağlanan bağlamın, öğrencilerin bağlantılı konuşmanın önemli unsurları olan ritim, vurgu ve tonlamayı kavramalarını geliştirdiğini ortaya koymuştur.

Bu çalışma, konuşma becerilerini geliştirmede gölgelemenin etkisini ortaya koyarak sesletim çalışmaları konusundaki araştırmalara katkıda bulunmaktadır. Ayrıca, otantik metinlerin dil öğretiminde kullanılması, öğrencilere gerçek dünya deneyimleri sunması açısından önemini vurgulamaktadır.

Anahtar Kelimeler: *Gölgeleme, açıklık, anlaşılabilirlik, akıcılık, aksanlılık*.

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LIST OF ABBREVIATIONS

LMS: Learning Management System

ELF: English as a Lingua Franca

CLT: Communicative Language Teaching

LFC: Lingua Franca Core

ESL: English as a second language

LMS: Learning Management System

MA: Master of Arts

IRR: Inter-rater reliability

SD: Standard deviation

CHAPTER I

INTRODUCTION

1.1. Introduction

In this chapter, the statement of the problem, the purpose of the study, the significance of the study, research questions, assumptions of the study, and limitations are explained.

1.2. Background of the study

Globalization has significantly transformed various aspects of human life, particularly communication in our interconnected world (Crystal, 2003). As national boundaries blur and cross-border interactions increase, the demand for a universal means of communication has become more pronounced (Seidlhofer, 2001). Globalization has not only facilitated international trade and cultural exchange but has also highlighted the necessity for a common language to bridge the gap between people of diverse linguistic backgrounds. In this context, English has emerged as the dominant global language, often regarded as the lingua franca of our time (Jenkins, 2000).

English as a Lingua Franca (ELF) refers to the use of English as a common language among speakers of different native languages, enabling effective communication. The proliferation of ELF is a direct consequence of globalization, with English becoming the preferred language for international business, diplomacy, science, and education. This global dominance of English has positioned it as a critical area of study, particularly in the field of language education. Understanding how to effectively teach English to non-native speakers is essential, given its role as the primary medium of communication in diverse, multilingual environments. Over the years, language teaching methodologies have evolved considerably. Early approaches, such as the Grammar-Translation Method, prioritized the written form of language, with minimal emphasis on oral communication (Celce-Murcia, Brinton & Goodwin, 2010). This method, prevalent in the 19th century, focused on the learning of grammatical rules and the translation of texts. However, as the need for oral proficiency increased, particularly in the context of global interactions, language teaching strategies began to shift. The Direct Method, emerging in the late 19th and early 20th centuries, emphasized the importance of speaking and listening skills, encouraging learners to think and communicate directly in the target language without translating from their native language. The mid-20th century saw the rise of the Audio-Lingual Method, which emphasized repetition and drills to instill language

patterns. This approach was based on behaviorist learning theories, which viewed language as a set of habits formed through repetition and reinforcement. As cognitive theories gained prominence, the Communicative Language Teaching (CLT) approach emerged in the 1970s, revolutionizing language education. CLT stressed the importance of interaction and meaningful communication, recognizing language as a tool for conveying meaning in real-life contexts (Celce-Murcia, Brinton & Goodwin, 2010).

As language teaching methodologies continued to evolve, the role of pronunciation in language learning and teaching gained increased attention. Pronunciation, once a neglected component of language instruction, began to be recognized as a crucial aspect of communicative competence. Effective pronunciation is essential for clear and intelligible communication, enabling speakers to convey their intended message accurately and reducing the potential for misunderstandings. Pronunciation involves not only the articulation of individual sounds (segmentals) but also the rhythm, stress, intonation, and other suprasegmental features that contribute to the natural flow of language (Celce-Murcia, Brinton & Goodwin, 2010).

Given the importance of pronunciation in language teaching and learning, it is crucial to explore techniques, strategies, and methods that can enhance learners' pronunciation skills. One such technique is shadowing, a technique where learners listen to a model speaker and repeat what they hear as accurately and quickly as possible, emulating the speaker as closely as possible, paying attention to stress, intonation, and rhythm. Research has shown that shadowing can improve various aspects of oral proficiency, including fluency, comprehensibility, and accentedness, making it a valuable tool in language education (Foote & McDonough, 2017; Hamada, 2016a).

This study investigates how shadowing impacts university students' intelligibility, comprehensibility, oral fluency, and accentedness in oral discourse by incorporating scenes from popular TV shows such as *New Girl, Friends, Raising Hope, Christmas Comes Twice,* and *How I Met Your Mother*. By examining how students imitate the speech patterns, intonation, and pronunciation of characters in these shows, this research aims to provide insights into the effectiveness of media-based shadowing as a technique for improving pronunciation.

1. 3. Statement of the problem

Pronunciation is a fundamental aspect of successful communication. Clear and accurate pronunciation allows speakers to be understood by their listeners, facilitating effective

communication and reducing the potential for misunderstandings (Wells, 2006). Despite its importance, pronunciation has historically been neglected in language teaching, with more focus placed on grammar, vocabulary, and other language skills. This neglect has left many learners struggling with pronunciation, even if they have a good command of other aspects of the language (Celce-Murcia, Brinton & Goodwin, 2010). Furthermore, the existing literature lacks sufficient research on the effectiveness of pronunciation-focused techniques like shadowing, particularly in non-native English-speaking contexts. This gap in research underscores the need for studies that explore innovative techniques, strategies, and methods for improving pronunciation.

1. 4. Purpose of the study

The primary purpose of this study is to investigate the impact of shadowing on university students' comprehensibility, intelligibility, fluency and accentedness in oral discourse. This study aims to provide a deeper understanding of how shadowing, as a language learning technique, influences pronunciation and overall oral proficiency. Additionally, this research seeks to fill the gap in the literature by exploring the effectiveness of shadowing in a non-native English-speaking context, with a particular focus on university students. The insights gained from this study could inform language educators about the potential benefits of integrating shadowing into their teaching practices, ultimately contributing to more effective language instruction.

1. 5. Research questions:

RQ 1. Is there a statistically significant difference between the pre- and post-test comparison results of the picture narration task?

RQ 2. Is there a statistically significant difference between the pre and post-test comparison results of the shadowing task?

RQ 3. Is there a statistically significant difference between the overall pre and post-test comparison results of the picture narration task and the shadowing task?

RQ 4. What are the participants' overall evaluations of the shadowing practice?

1. 6. Significance of the study

This study is significant for several reasons. First, it addresses the critical but often overlooked aspect of pronunciation in language learning, providing insights into how shadowing can enhance learners' oral proficiency. By focusing on intelligibility,

comprehensibility, fluency, and accentedness, this research contributes to a more comprehensive understanding of the factors that influence effective oral communication in English. Second, the study fills a gap in the existing literature by exploring the application of shadowing in a non-native English-speaking context, offering valuable findings that can inform language teaching practices in similar settings. Finally, the results of this study could have practical implications for language educators, helping them design more effective pronunciation training programs that incorporate shadowing and other innovative techniques.

1. 7. Limitations

The main limitation of this study lies in its focus on university students in an ELF context, which may not accurately reflect the experiences of the broader population of English language learners. As a result, the findings are more relevant to comparable educational contexts rather than to all learners.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter presents the theoretical background of the current study. It focuses on the impact of the shadowing technique on the intelligibility, comprehensibility, fluency, and accentedness of tertiary-level students of English in oral discourse.

2. 2. English as a Lingua Franca (ELF)

English as a Lingua Franca (ELF) refers to the use of English as a common means of communication among speakers of different languages (Seidlhofer, 2011). This concept has gained significant importance in our increasingly globalized world, where cross-cultural communication is essential in various domains such as business, diplomacy, education, and science (Creswell & Creswell, 2017). The rise of ELF can be attributed to the widespread adoption of English as the global language of choice, especially in multilingual and multicultural settings (Crystal, 2003). As Dauer (1993) notes, the dominance of English in international communication necessitates a focus on effective pronunciation teaching methods to ensure that non-native speakers can be understood clearly and accurately in diverse contexts.

In the context of ELF, the role of pronunciation becomes even more critical, as speakers must navigate not only the challenges of learning a new language but also the variability in accents, dialects, and intonation patterns that exist among English speakers worldwide (Hamada, 2017). Therefore, understanding how to teach English pronunciation effectively is crucial for fostering clear and intelligible communication in ELF settings (Levis, 2018). Studies have shown that techniques such as shadowing, where learners mimic the speech patterns of native speakers, can significantly enhance pronunciation skills, leading to improved fluency, comprehensibility, and reduced accentedness in oral discourse (Foote & McDonough, 2017; Hamada, 2016a).

The importance of ELF extends beyond just the technical aspects of language learning. It also encompasses the social and cultural dimensions of communication, where English serves as a bridge between speakers of different linguistic and cultural backgrounds (Kadota, 2021). As such, the use of ELF challenges traditional notions of linguistic correctness and embraces a more flexible and dynamic approach to language use, where mutual understanding is prioritized

over adherence to native speaker norms (Nagle, 2022). This shift in perspective has profound implications for language education, particularly in how English is taught to non-native speakers.

The growing prominence of ELF in global communication underscores the need for continued research into effective teaching strategies that address the unique challenges posed by this linguistic phenomenon. As educators seek to equip learners with the skills necessary to navigate the complexities of ELF, techniques like shadowing offer promising avenues for enhancing pronunciation and overall communicative competence in English (Hsieh, Dong, & Wang, 2013).

The ongoing research and discussion surrounding English as a Lingua Franca (ELF) highlight the importance of accommodating the diverse linguistic backgrounds of English learners (Nagle, 2022). As ELF environments typically involve interactions between speakers who have different first languages, the emphasis is often placed on mutual intelligibility rather than on achieving a native-like accent (Hamada, 2019). This approach aligns with the idea that the ultimate goal of language learning in ELF contexts is effective communication, which may involve various adaptations and modifications of English to suit the needs of the speakers involved (Rongna & Hayashi, 2012).

One of the key challenges in ELF communication is navigating the variability in pronunciation that exists among non-native speakers. As noted by Kadota et al., (2015), learners of English often bring with them the phonological features of their first language, which can result in distinctive accents. While these accents are a natural part of language use, they can sometimes hinder communication if they lead to misunderstandings or if they are perceived as difficult to comprehend by other speakers. This is where pronunciation training, particularly through techniques such as shadowing, can play a critical role in improving learners' oral skills.

2. 3. Pronunciation

The focus on pronunciation in English as Lingua Franca (ELF) contexts is critical due to the diverse linguistic backgrounds of speakers. Pronunciation plays a vital role in ensuring mutual intelligibility among ELF users, who may come from various cultural and linguistic environments. As Dauer (1993) emphasizes, effective pronunciation training should not only address segmental features such as individual sounds but also suprasegmental aspects like stress, rhythm, and intonation, which are crucial for natural and comprehensible speech.

Pronunciation instruction in ELF settings must take into account the variability and fluidity of English as it is spoken globally. Unlike traditional approaches that often aim for a

native-like accent, ELF-oriented pronunciation teaching focuses on clarity and intelligibility, ensuring that learners can be understood by a wide range of interlocutors (Nagle, 2022). This shift in focus reflects the real-world use of English, where speakers from different linguistic backgrounds must communicate effectively despite their distinct accents and speech patterns.

One of the challenges in pronunciation teaching is addressing the diverse needs of learners, who may have varying levels of exposure to English and different first language influences (Celce-Murcia, Brinton & Goodwin, 2010). As Hsieh, Dong, and Wang (2013) note, techniques like shadowing can help learners develop a more consistent and understandable accent by providing them with continuous exposure to native-like pronunciation models. Through repeated practice, learners can internalize the prosodic features of English, which are often the most challenging aspects of pronunciation for non-native speakers.

Moreover, research has shown that integrating pronunciation training into broader communicative activities can enhance learners' overall language proficiency. For instance, Martinsen, Montgomery, and Willardson (2017) found that video-based shadowing exercises, which combine visual and auditory stimuli, significantly improve learners' pronunciation, fluency, and listening comprehension. These exercises not only help learners mimic the pronunciation of native speakers but also allow them to practice using English in context, which is essential for developing communicative competence in ELF settings.

Pronunciation is also closely linked to the concept of accentedness, which refers to how much a speaker's pronunciation deviates from native speaker norms (Foote & McDonough, 2017). While accentedness is often perceived negatively, especially in traditional language teaching, the ELF perspective encourages a more inclusive view that values clarity and intelligibility over conformity to native norms. This approach recognizes that a slight accent is natural and expected in ELF communication, as long as it does not hinder understanding.

The use of shadowing as a pronunciation training technique has been particularly effective in reducing accentedness while enhancing other aspects of oral proficiency. According to Hamada (2019), shadowing helps learners refine their pronunciation by providing immediate feedback through self-monitoring and repetition. This process allows learners to gradually reduce features of their speech that may be perceived as overly accented, thus improving their overall clarity and comprehensibility in ELF interactions. Pronunciation plays a pivotal role in the effectiveness of communication in ELF contexts. The focus on intelligibility rather than native-like accuracy aligns with the realities of global English use, where diverse accents are the norm (Levis, 2018). Techniques like shadowing offer valuable tools for improving pronunciation, helping learners achieve clearer, more understandable speech that facilitates

successful communication across linguistic boundaries. As language educators continue to refine their approaches to pronunciation teaching, it is essential to prioritize methods that support the diverse needs of ELF learners, ensuring that they are equipped to navigate the complexities of global communication (Hamada, 2016).

The integration of pronunciation training into language education, particularly through the use of techniques like shadowing, is essential for equipping learners with the skills necessary for effective communication in English as Lingua Franca (ELF) settings. As English continues to serve as the primary means of communication across diverse linguistic landscapes, the ability to speak clearly and be understood by speakers of various backgrounds becomes increasingly critical (Levis, 2018).

One of the key benefits of focusing on pronunciation in ELF contexts is the enhancement of learners' overall confidence in using English. As Koo and Li (2016) suggest, clear and accurate pronunciation can significantly reduce the anxiety associated with speaking a foreign language, particularly in situations where misunderstandings could have serious consequences. By improving their pronunciation through shadowing and other techniques, learners are more likely to feel confident in their ability to communicate effectively, which in turn encourages more active participation in conversations and other language use opportunities.

Moreover, pronunciation training has a direct impact on learners' listening skills (Celce-Murcia, Brinton & Goodwin, 2010). The process of shadowing, which involves closely mimicking the speech patterns of native or proficient speakers, helps learners to develop a more refined ear for the subtleties of English pronunciation. This heightened awareness not only improves their ability to produce accurate speech but also enhances their capacity to understand the speech of others, especially in the context of fast-paced or accented English (Kadota, 2021).

The cognitive benefits of pronunciation training also cannot be overlooked. Engaging in repetitive pronunciation exercises, such as shadowing, reinforces neural pathways associated with language processing, leading to more automatic and fluent speech production (Kadota et al., 2015). This automatization is crucial in ELF contexts, where speakers must often process and produce language rapidly in order to keep up with the flow of conversation.

Furthermore, the emphasis on pronunciation within ELF frameworks supports the development of a more inclusive and flexible approach to language learning. As Mishima and Cheng (2017) highlight, the goal in ELF is not to eliminate accents or achieve native-like pronunciation but to foster mutual intelligibility and effective communication. This perspective aligns with a more holistic view of language competence, where the ability to convey meaning clearly and accurately is prioritized over rigid adherence to standard language norms.

In addition, the focus on suprasegmental features of pronunciation—such as intonation, stress, and rhythm—is particularly important in ELF communication (Wells, 2006). These features play a significant role in conveying meaning and emotion, as well as in maintaining the natural flow of speech. Effective training in these areas can help learners to produce speech that is not only clear but also engaging and expressive, thereby improving their overall communicative competence (Hamada, 2017).

As research on pronunciation in ELF continues to evolve, it is important for language educators to remain aware of the latest findings and to integrate effective pronunciation strategies into their teaching practices. By doing so, they can provide learners with the tools they need to succeed in a globalized world where English serves as a key medium for cross-cultural communication.

2. 3. 1. Top-down and bottom-up approaches to teaching pronunciation

Teaching pronunciation effectively in English as Lingua Franca (ELF) settings requires a balanced approach that integrates both top-down and bottom-up strategies (Celce-Murcia, Brinton & Goodwin, 2010). These two methodologies, while distinct in their focus and execution, complement each other in providing learners with a comprehensive understanding and practical ability to produce clear and intelligible speech.

2. 3. 1. 1. Top-down approaches

Top-down approaches to pronunciation instruction emphasize the global aspects of language, such as prosody, rhythm, stress patterns, and intonation (Brazil, 1997). These elements are crucial for conveying meaning, emotion, and intent in spoken language, especially in ELF contexts where clear communication is paramount (Gilbert, 2008). The top-down approach is often concerned with helping learners understand the broader patterns of English speech that contribute to its overall intelligibility.

For example, in ELF settings, it is important for learners to grasp how stress and intonation can change the meaning of a sentence, as well as how these suprasegmental features can aid in managing the flow of conversation and signaling the speaker's intent (Nagle, 2022). By focusing on these global elements, learners can develop a more natural and fluid speaking style that is easier for a wide range of interlocutors to understand, regardless of their own linguistic backgrounds.

In practical terms, top-down instruction might involve activities like shadowing, where learners focus on mimicking the intonation and rhythm of native or proficient speakers. By

doing so, they become more attuned to the natural flow of English and can better internalize the prosodic features that are critical for clear communication in ELF contexts (Kadota, 2021).

2. 3. 1. 2. Bottom-up approaches

On the other hand, bottom-up approaches to teaching pronunciation focus on the finer details of speech, such as individual sounds (phonemes), syllable structures, and articulation (Dauer, 1993). This approach is particularly useful for learners who need to work on specific aspects of their pronunciation that may be causing misunderstandings or reducing the clarity of their speech (Dauer, 1993).

Bottom-up instruction typically involves drills and exercises designed to help learners produce specific sounds more accurately (Hsieh, Dong & Wang, 2013). For instance, learners might practice minimal pairs—words that differ by only one sound e.g., 'ship' vs. 'sheep' — to improve their ability to distinguish and produce challenging phonemes. This method is essential for addressing the segmental aspects of pronunciation, which are the building blocks of spoken language (Hamada, 2017).

In the context of ELF, bottom-up approaches are valuable for ensuring that learners can produce sounds that are not only accurate but also consistent, thereby reducing the likelihood of communication breakdowns (Seidl Hofer, 2001). By mastering the details of pronunciation at the segmental level, learners can improve their overall speech clarity and intelligibility, which are crucial in diverse, multilingual environments (Mishima & Cheng, 2017).

2. 4. Integrating top-down and bottom-up approaches

The most effective pronunciation instruction often involves a combination of both top-down and bottom-up approaches (Celce-Murcia, Brinton & Goodwin, 2010). By integrating these approaches, educators can provide a more holistic learning experience that addresses both the global and detailed aspects of pronunciation. This integrated approach ensures that learners not only produce accurate sounds but also understand how these sounds fit into the larger context of fluent and natural speech (Hamada, 2019).

For example, a lesson might begin with bottom-up drills focused on challenging phonemes, followed by top-down activities that emphasize the rhythm and intonation patterns of connected speech. This progression helps learners move from mastering the individual components of pronunciation to understanding how these components work together to create clear and effective communication (Foote & McDonough, 2017).

In ELF settings, where the primary goal is mutual intelligibility rather than native-like accuracy, this integrated approach is particularly beneficial (Jenkins, 2000). It allows learners to develop a balanced set of pronunciation skills that are adaptable to various communicative contexts, ensuring that they can engage confidently and effectively with speakers from diverse linguistic backgrounds (Nagle, 2022).

Top-down and bottom-up approaches to teaching pronunciation each offer distinct advantages in helping learners improve their oral skills in English. By combining these approaches, educators can provide comprehensive and effective pronunciation training that addresses both the segmental and suprasegmental aspects of speech. This integrated approach is especially crucial in ELF contexts, where the ability to communicate clearly across diverse linguistic environments is essential. As pronunciation continues to play a critical role in global communication, the integration of top-down and bottom-up strategies will remain a key component of effective language instruction (Levis, 2018).

2. 4. 1. Intuitive-imitative approaches

The intuitive-imitative approach to teaching pronunciation is rooted in the idea that learners can acquire the correct pronunciation of a language by listening to and imitating native speakers, without the need for explicit instruction or detailed phonetic analysis (Celce-Murcia, Brinton & Goodwin, 2010). This method capitalizes on the natural ability of learners to pick up the sounds and patterns of a language through exposure and practice, making it an accessible and often effective approach, particularly for beginners (Hsieh, Dong & Wang, 2013).

The intuitive-imitative approach is based on the premise that language learning, especially in its early stages, mirrors the way infants acquire their first language through listening and imitating (Celce-Murcia, Brinton, & Goodwin, 2010). This approach relies heavily on auditory input, encouraging learners to develop their pronunciation skills by repeatedly listening to and replicating the speech of proficient speakers. The lack of technical explanation is seen as an advantage, as it allows learners to focus on the sounds themselves rather than becoming bogged down by the complexities of phonetics (Foote & McDonough, 2017).

One of the strengths of the intuitive-imitative approach is its emphasis on naturalistic learning. By immersing learners in the sounds of the target language, this method encourages them to develop a ‘feel’ for the rhythm, intonation, and stress patterns that are crucial for effective communication in English as Lingua Franca (ELF) contexts (Hamada, 2017). This

exposure to authentic speech patterns is particularly beneficial in ELF environments, where the ability to adapt to various accents and speech styles is essential for mutual intelligibility.

In practice, the intuitive-imitative approach can be implemented through various activities that involve listening and repetition. For instance, shadowing exercises, where learners closely follow and imitate the speech of native or proficient speakers, are a common application of this approach. These exercises allow learners to internalize the prosodic features of English such as pitch, stress, and rhythm by actively engaging with the language in a way that mimics real-life communication (Kadota, 2021).

Another practical application of the intuitive-imitative approach is the use of audio-visual materials, such as films, podcasts, and songs. These resources provide learners with rich, contextually embedded examples of spoken English, allowing them to hear how pronunciation is used in various communicative situations. By repeatedly listening to and imitating these examples, learners can gradually improve their pronunciation in a way that feels natural and intuitive (Martinsen, Montgomery & Willardson., 2017).

The intuitive-imitative approach also aligns well with modern technology-based language learning tools (Levis, 2018). Language learning apps, online courses, and other digital resources often incorporate listening and repetition exercises that are designed to help learners develop their pronunciation skills without the need for detailed phonetic instruction. These tools make it easy for learners to access authentic speech models and practice their pronunciation at their own pace, which is particularly beneficial for those learning English in ELF contexts (Mishima & Cheng, 2017).

While the intuitive-imitative approach has many advantages, particularly in terms of accessibility and naturalistic learning, it is not without its challenges. One potential limitation is that it may not be as effective for learners who struggle with auditory discrimination or who have difficulty picking up subtle differences in sounds without explicit guidance (Nagle, 2022). For these learners, a more structured approach that includes phonetic instruction might be necessary to achieve accurate pronunciation.

Moreover, the intuitive-imitative approach relies on the availability of high-quality language input. If learners are exposed to inconsistent or non-standard pronunciation models, they may inadvertently pick up incorrect pronunciation habits that could be difficult to unlearn later on. Therefore, it is crucial for educators to carefully select the materials and resources used in this approach to ensure that learners are exposed to clear and accurate examples of spoken English (Hamada, 2019).

The intuitive-imitative approach to teaching pronunciation offers a valuable method for helping learners develop their oral skills in English. By emphasizing listening and imitation, this approach allows learners to acquire pronunciation in a natural and intuitive way, which is particularly effective in English as Lingua Franca (ELF) contexts where the goal is mutual intelligibility rather than native-like accuracy. However, it is important for educators to consider the individual needs of learners and to complement the intuitive-imitative approach with other methods as necessary to ensure comprehensive pronunciation training. As technology continues to evolve, the integration of intuitive-imitative techniques into digital language learning platforms will likely play an increasingly important role in supporting learners on their journey to achieving clear and effective communication in English (Jenkins, 2000).

2. 5. Components of pronunciation: segmentals and suprasegmentals

Effective pronunciation teaching in English as Lingua Franca (ELF) contexts requires an understanding of both segmental and suprasegmental components of speech. These elements are fundamental to achieving clear and intelligible communication, which is the primary goal in multilingual settings where speakers of diverse linguistic backgrounds must interact seamlessly (Dauer, 1993).

Segmentals refer to the individual sounds of a language, including consonants and vowels, which are the basic building blocks of speech (Celce-Murcia, Brinton & Goodwin, 2010). Each language has its own set of phonemes, and the accurate production of these sounds is crucial for intelligibility. In the context of English pronunciation, segmentals include the 24 consonant sounds and approximately 20 vowel sounds, depending on the variety of English being taught (Dauer, 1993). For learners, mastering these sounds is often challenging, particularly when the phonemes in English do not exist in their native language.

For example, many English learners struggle with the distinction between certain minimal pairs, such as ‘ship’ and ‘sheep’, where a small difference in vowel quality can change the meaning of a word entirely (Foote & McDonough, 2017). Teaching segmentals often involves focused drills, repetition, and the use of phonetic symbols to help learners distinguish and produce the correct sounds. In ELF contexts, where the goal is mutual intelligibility rather than native-like pronunciation, it is important to prioritize the segmentals that are most likely to cause misunderstandings if produced incorrectly (Hsieh, Dong, & Wang, 2013).

Suprasegmentals, on the other hand, encompass the features of speech that extend beyond individual sounds, such as stress, rhythm, intonation, and pitch (Dauer, 1993). These elements play a critical role in conveying meaning, emotion, and nuance in spoken language.

For instance, stress patterns can indicate which syllable in a word should be emphasized, while intonation can signal whether a sentence is a statement or a question (Nagle, 2022). Suprasegmentals are particularly important in ELF contexts, where speakers from different linguistic backgrounds may rely more heavily on these cues to interpret meaning and intent.

Intonation, in particular, is a key aspect of suprasegmentals that can significantly affect the clarity and naturalness of speech. In English, rising intonation at the end of a sentence typically indicates a question, while falling intonation signals a statement (Wells, 2006). Misusing intonation can lead to confusion or misunderstandings, especially in ELF settings where speakers may not share the same native language (Kadota, 2021). Therefore, teaching suprasegmental features often involves activities that help learners become more aware of the natural patterns of English speech, such as through shadowing exercises that focus on mimicking the prosody of native or proficient speakers (Hamada, 2019).

While segmentals and suprasegmentals can be taught separately, the most effective pronunciation instruction often involves integrating both components (Celce-Murcia, Brinton & Goodwin, 2010). This holistic approach ensures that learners not only produce the correct sounds but also use them in a way that aligns with the natural rhythm and melody of English. For example, a lesson might focus on a particular set of vowel sounds (segmentals) and then incorporate these sounds into sentences that also practice stress and intonation patterns (suprasegmentals) (Foote & McDonough, 2017).

In ELF contexts, this integration is especially important because learners need to be able to communicate effectively with a wide range of speakers. By focusing on both segmentals and suprasegmentals, educators can help learners develop a pronunciation that is both accurate and adaptable, allowing them to be understood by interlocutors from different linguistic backgrounds (Mishima & Cheng, 2017). This approach also supports the development of a more natural and fluent speaking style, which is crucial for achieving mutual intelligibility in global communication.

Teaching both segmentals and suprasegmentals comes with its own set of challenges. For segmentals, the main difficulty lies in helping learners overcome the phonetic differences between their native language and English. This often requires intensive practice and corrective feedback to ensure that learners can produce sounds that are clear and distinguishable in context (Dauer, 1993).

Suprasegmentals, on the other hand, can be more abstract and harder to teach. Unlike segmentals, which can be represented by specific phonetic symbols, suprasegmental features such as intonation and rhythm are often more intuitive and can vary significantly depending on

the speaker's intent and emotion. Educators must therefore find creative ways to make these features more tangible for learners, such as through the use of visual aids, audio recordings, and technology-based tools that allow for repeated listening and practice (Kadota, 2021).

Understanding and teaching the components of pronunciation—both segmentals and suprasegmentals—is essential for helping learners achieve clear and effective communication in English as Lingua Franca (ELF) settings (Jenkins, 2000). By integrating these components into pronunciation instruction, educators can provide learners with the tools they need to produce speech that is both accurate and naturally flowing. This holistic approach not only enhances learners' pronunciation skills but also supports their ability to engage confidently and competently in diverse, multilingual environments. As global communication continues to rely on English as a common language, the importance of mastering both segmental and suprasegmental aspects of pronunciation will only increase (Dauer, 1993).

2. 6. Connected Speech: Rhythm, sentence stress, intonation

Connected speech refers to the way in which words are pronounced together in natural, fluent conversation. This concept is central to understanding how native speakers of English produce language, and it involves various elements such as rhythm, sentence stress, intonation, and the pronunciation of function words. Mastery of connected speech is crucial for learners aiming to achieve fluency and comprehensibility in English, particularly in English as a Lingua Franca (ELF) contexts where clear communication is key (Celce-Murcia, Brinton & Goodwin, 2010).

Rhythm in English is largely determined by the alternation of stressed and unstressed syllables. English is considered a stress-timed language, meaning that stressed syllables occur at regular intervals, with the timing of unstressed syllables adjusted to fit this pattern (Dauer, 1993). This rhythmic structure is essential for natural-sounding speech and for maintaining the flow of conversation.

In ELF settings, understanding and producing the correct rhythm can significantly enhance a speaker’s intelligibility. Learners who fail to grasp the rhythmic patterns of English may speak in a way that sounds choppy or monotonous, making it harder for listeners to follow their speech (Jenkins, 2000). Teaching rhythm often involves activities that emphasize the timing of stressed and unstressed syllables, such as clapping or tapping out the rhythm of sentences or practicing with metronomes to develop a sense of timing (Foote & McDonough, 2017).

Sentence stress refers to the emphasis placed on certain words within a sentence. Typically, content words—such as nouns, main verbs, adjectives, and adverbs—carry the primary stress, while function words—such as articles, prepositions, and auxiliary verbs—are usually unstressed. The placement of stress within a sentence can change its meaning or the speaker's intent, making it a crucial aspect of effective communication (Kadota, 2021).

For instance, in the sentence “I didn’t say he stole the money,” the meaning changes depending on which word is stressed. Stressing "I" suggests that someone else might have made the statement, while stressing "stole" might imply that the speaker is denying theft but not necessarily another form of taking the money. In ELF contexts, where the goal is mutual intelligibility, proper sentence stress helps listeners focus on the most important parts of the message, reducing the likelihood of misunderstandings (Nagle, 2022).

Intonation, or the rise and fall of pitch in speech, is another critical component of connected speech. It conveys nuances of meaning, emotion, and attitude, and plays a key role in distinguishing between different types of sentences, such as statements, questions, and exclamations. For example, a rising intonation at the end of a sentence typically indicates a question, while falling intonation suggests a statement (Hamada, 2019).

In ELF interactions, appropriate use of intonation is vital for making oneself understood and for interpreting the speech of others. Misuse of intonation can lead to confusion or misinterpretation, especially when speakers come from different linguistic backgrounds with different intonation patterns (Wells, 2006). Teaching intonation often involves exercises that focus on pitch variation, such as mimicking the intonation patterns of native speakers or practicing with audio recordings that highlight the intonation contours of different types of sentences (Mishima & Cheng, 2017).

Function words are typically less emphasized in connected speech, often being reduced or contracted. For example, in casual speech, ‘going to’ often becomes ‘gonna’, and ‘want to’ becomes ‘wanna’. These reductions are a natural part of English pronunciation and contribute to the rhythm and flow of connected speech (Dauer, 1993).

Understanding the pronunciation of function words is important for achieving fluency, as it allows learners to speak more naturally and to process speech more efficiently when listening to native speakers (Dauer, 1993). However, in ELF contexts, where clarity is more important than speed, it may be advisable to strike a balance between reduced forms and full pronunciations, depending on the listeners' familiarity with such reductions. Educators can help learners navigate this aspect of pronunciation by providing practice with both full and reduced

forms, allowing them to choose the appropriate form based on the communicative context (Hsieh, Dong & Wang, 2013).

Teaching connected speech effectively involves integrating rhythm, sentence stress, intonation, and the pronunciation of function words into a cohesive instructional approach (Celce-Murcia, Brinton & Goodwin, 2010). By focusing on these elements, learners can develop a more natural and fluent speaking style, which is essential for effective communication in both native and ELF contexts. This integrated approach also helps learners to process spoken language more efficiently, as they become more attuned to the patterns and nuances of connected speech (Kadota, 2021).

Activities that simulate real-life conversations, such as role-plays, dialogues, and shadowing exercises, are particularly effective for teaching connected speech. These activities encourage learners to practice the rhythm, stress, and intonation patterns of English in a naturalistic setting, helping them to internalize these features and use them more effectively in their own speech (Foote & McDonough, 2017).

Mastering the components of connected speech—rhythm, sentence stress, intonation, and the pronunciation of function words—is crucial for achieving fluency and intelligibility in English. These elements work together to create the natural flow of spoken language, making it easier for speakers to convey their intended meaning and for listeners to understand them (Jenkins, 2000). In English as Lingua Franca (ELF) contexts, where clear and effective communication is essential, a strong command of connected speech can greatly enhance a learner's ability to interact successfully with speakers from diverse linguistic backgrounds. By integrating these components into pronunciation teaching, educators can help learners develop the skills they need to communicate confidently and competently in English.

2. 7. Previous research on connected speech (rhythm, sentence stress, intonation)

Research on connected speech, particularly focusing on rhythm, sentence stress, and intonation, has been extensive, reflecting the importance of these elements in achieving fluency and intelligibility in spoken English (Field, 2003). These studies have provided valuable insights into how learners acquire and use these features of connected speech and have highlighted the challenges and successes of various instructional approaches.

The rhythm of English, characterized by its stress-timed nature, has been a significant focus of pronunciation research. Dauer (1993) was among the early researchers to emphasize the importance of rhythm in English pronunciation. Her work highlighted how the alternation of stressed and unstressed syllables creates the rhythmic patterns that are essential for natural-

sounding speech. Subsequent studies have reinforced the idea that mastery of English rhythm is crucial for intelligibility, particularly in English as Lingua Franca (ELF) contexts, where clear communication across diverse linguistic backgrounds is essential (Foote & McDonough, 2017).

A study by Anderson-Hsieh, Johnson, and Koehler (1992) demonstrated that non-native speakers who struggled with the rhythmic patterns of English were often perceived as less fluent, regardless of their grammatical accuracy or vocabulary range. This finding has been supported by later research, such as Munro and Derwing (1995), which emphasized that rhythm, alongside other prosodic features, significantly impacts the intelligibility of non-native speech. These studies suggest that rhythm should be a central focus in pronunciation instruction, particularly for learners in ELF settings where varying accents and speech patterns are common.

Research on sentence stress has shown that the appropriate placement of stress within a sentence is vital for conveying meaning and intent. Stress patterns help to highlight the most important words in a sentence, guiding the listener's understanding of the message. Studies by Gilbert (2008) and Celce-Murcia, Brinton, and Goodwin (2010) have explored how stress placement can alter the meaning of a sentence and have emphasized the need for learners to develop an awareness of these patterns to achieve effective communication.

In ELF contexts, where speakers may not share the same first language, the use of correct sentence stress becomes even more crucial. Research by Jenkins (2000) on the Lingua Franca Core (LFC) underscores the importance of stress for intelligibility in international communication. Jenkins argues that while some features of native-speaker pronunciation may not be essential for ELF communication, sentence stress is a critical component that should be preserved and taught to ensure that messages are clearly understood.

Intonation, the rise and fall of pitch in speech, has also been extensively studied for its role in communication. Intonation patterns can signal various meanings, including questions, statements, emotions, and attitudes. Research by Brazil (1997) and Wells (2006) has provided detailed descriptions of English intonation patterns and their functions, offering insights into how these patterns contribute to the communicative effectiveness of spoken English.

Studies focusing on non-native speakers have shown that inappropriate intonation can lead to misunderstandings and reduced intelligibility. For example, research by Wennerstrom (1994) found that non-native speakers who used incorrect intonation patterns were often misunderstood by native listeners, even when their grammar and vocabulary were correct. This has led to increased emphasis on teaching intonation as part of pronunciation instruction, particularly in ELF contexts where clear communication is essential despite differing accents and speech patterns.

More recent research, such as the one by Levis (2018), has highlighted the importance of teaching intonation in a way that is relevant to the communicative needs of learners, particularly in global contexts. Levis argues that while traditional intonation teaching has focused on native-speaker norms, there is a growing need to adapt instruction to the realities of ELF communication, where the goal is mutual intelligibility rather than conformity to native-speaker standards.

Given the interrelated nature of rhythm, sentence stress, and intonation, several studies have advocated for integrated approaches to teaching these components of connected speech. Gilbert (2008) and Celce-Murcia et al. (2010) emphasize that these elements should not be taught in isolation but rather as part of a holistic approach to pronunciation instruction that reflects the way they naturally occur in spoken language.

For instance, Brown (2001) and Ur (1996) suggest that integrating rhythm, stress, and intonation into communicative activities, such as role-plays and discussions, can help learners develop a more natural and effective speaking style. This approach has been supported by research showing that learners who practice these features in meaningful contexts are more likely to internalize them and use them effectively in real-life communication (Foote & McDonough, 2017).

Previous research on connected speech has demonstrated the critical importance of rhythm, sentence stress, and intonation for achieving fluency and intelligibility in spoken English (Field, 2008). These studies provide a strong foundation for the development of effective pronunciation instruction, particularly in ELF contexts where diverse accents and speech patterns must be navigated. By integrating these components into a cohesive approach to teaching pronunciation, educators can help learners develop the skills they need to communicate clearly and confidently in English.

2. 8. Shadowing

Shadowing, as a pedagogical technique, has been shown to be particularly effective in ELF contexts because it helps learners develop a more native-like rhythm, stress, and intonation in their speech (Hsieh, Dong, & Wang, 2013). By closely imitating the speech patterns of native speakers or proficient non-native speakers, learners can internalize the prosodic features of English, which are crucial for clear and intelligible communication in ELF settings. Moreover, shadowing allows learners to practice connected speech, which is often challenging for non-native speakers but is essential for fluency and naturalness in spoken English (Kadota, 2007).

The flexibility and adaptability of ELF also suggest that there is no single correct way to speak English; rather, the focus should be on how well speakers can communicate their ideas and understand others in a multilingual environment (Mishima & Cheng, 2017). This perspective encourages language educators to adopt more inclusive and realistic teaching practices that recognize the diverse needs of learners in ELF contexts. Incorporating shadowing into pronunciation instruction can thus help bridge the gap between traditional language teaching methods and the dynamic, real-world use of English as a global Lingua Franca.

The effectiveness of shadowing in ELF contexts has been supported by various studies that emphasize its role in improving not just pronunciation but also other critical aspects of language learning, such as listening comprehension and speaking fluency. According to Lin (2009), shadowing helps learners to become more attuned to the rhythm and flow of English, which is particularly beneficial in ELF situations where clarity and speed of communication are paramount. By continuously practicing with authentic materials, learners can develop a stronger sense of how English is naturally spoken in different contexts, thus enhancing their ability to engage in spontaneous and fluent conversations (Martinsen, Montgomery, & Willardson, 2017).

Moreover, the integration of shadowing into language curricula offers an effective way to bridge the gap between theoretical knowledge of English and its practical use. As Mishima and Cheng (2017) argue, computer-mediated shadowing activities, for instance, have shown significant promise in helping learners develop their speaking skills in a controlled yet dynamic environment. These activities allow learners to repeatedly practice and refine their pronunciation, intonation, and fluency without the immediate pressure of real-time communication, making them more confident and competent in actual conversational settings.

Another important aspect of shadowing in ELF is its potential to reduce the anxiety often associated with speaking a foreign language. Hamada (2016b) notes that learners who regularly engage in shadowing activities tend to exhibit lower levels of speech-related anxiety, as they become more familiar with the sounds and structures of English. This reduction in anxiety can lead to greater willingness to participate in conversations and to experiment with different aspects of the language, further enhancing their communicative competence in ELF contexts.

In addition to its linguistic benefits, shadowing also offers cognitive advantages that contribute to more effective language learning. For instance, Hamada (2017) discusses how shadowing can aid in the development of bottom-up listening skills, which are essential for understanding and processing spoken language. By focusing on the details of pronunciation and

intonation, learners can improve their ability to decode spoken English in real time, which is crucial for effective communication in ELF environments.

Furthermore, the versatility of shadowing makes it a valuable tool for language learners at different proficiency levels. As Kadota (2021) points out, shadowing can be adapted to suit the needs of both beginners and advanced learners, allowing them to practice at their own pace and focus on the specific areas they need to improve. This adaptability ensures that shadowing remains relevant and effective across a wide range of learning contexts, from classroom settings to independent study.

2. 8. 1. Previous research on shadowing

Shadowing, as a language learning technique, has been widely researched for its effectiveness in improving various aspects of oral proficiency, including pronunciation, fluency, and listening comprehension (Tamai, 2005). This technique involves learners closely mimicking the speech patterns of a native or proficient speaker, usually in real-time, and has been shown to have significant benefits in language acquisition, particularly in the context of English as a Lingua Franca (ELF).

One of the primary areas of research on shadowing has focused on its impact on pronunciation. Shadowing has been found to be particularly effective in helping learners acquire the prosodic features of English, such as intonation, rhythm, and stress patterns. For instance, Hamada (2016a) conducted a study on Japanese EFL learners and found that those who engaged in regular shadowing exercises showed marked improvements in their pronunciation, particularly in terms of intonation and fluency. The study suggested that the repetitive nature of shadowing allows learners to internalize the natural patterns of speech, leading to more native-like pronunciation.

Similarly, Foote and McDonough (2017) explored the use of shadowing with mobile technology among L2 learners and found that it significantly improved their segmental and suprasegmental pronunciation features. The study highlighted the role of shadowing in helping learners develop a more accurate and natural pronunciation by providing continuous auditory input and opportunities for real-time practice. These findings align with the broader consensus in pronunciation research that shadowing is an effective tool for enhancing learners' ability to produce clear and intelligible speech in ELF contexts.

In addition to pronunciation, shadowing has also been shown to positively affect learners' fluency. The technique encourages rapid and accurate speech production, which in turn helps learners develop greater confidence and speed in their spoken English. Hamada

(2017) explored the relationship between shadowing and fluency development, finding that learners who practiced shadowing regularly were able to produce speech more quickly and with fewer pauses and hesitations. This improvement in fluency was attributed to the automaticity that shadowing promotes, as learners become more comfortable with the rhythms and patterns of English speech.

Another study by Martinsen, Montgomery, and Willardson (2017) examined the use of video-based shadowing exercises to improve fluency in foreign language learners. The study found that shadowing not only improved the learners' ability to speak more fluidly but also enhanced their overall confidence in using the language. This suggests that shadowing can be an effective tool for reducing speech-related anxiety, which is a common barrier to fluency in language learning.

Research has also explored the impact of shadowing on listening comprehension, with several studies highlighting its benefits in this area. Shadowing requires learners to process spoken language rapidly and accurately, which can improve their ability to understand spoken English in real-time. Mishima and Cheng (2017) conducted a pilot study on the impact of computer-mediated shadowing on ESL learners' listening skills and found that participants showed significant improvements in their ability to comprehend and respond to spoken English. The study suggested that shadowing helps learners to develop their bottom-up processing skills, enabling them to better decode individual sounds and words within the context of connected speech.

Hamada (2016b) also investigated the effects of shadowing on listening comprehension and found that learners who engaged in shadowing exercises were better able to identify and interpret key information in spoken English. This improvement was attributed to the increased exposure to natural speech patterns and the practice of real-time language processing that shadowing provides. The study concluded that shadowing is a valuable tool for enhancing both the perception and production of spoken language, making it particularly useful for learners in ELF contexts where listening comprehension is critical for effective communication.

While shadowing has been widely recognized for its benefits, some studies have also identified challenges associated with its use. For instance, Hamada (2019) noted that not all learners benefit equally from shadowing; factors such as individual differences in auditory processing skills, language proficiency levels, and learner motivation can influence the effectiveness of the technique. Additionally, there is a need for further research to explore the long-term effects of shadowing and its impact on other areas of language learning, such as vocabulary acquisition and grammatical accuracy.

Kadota (2021) also pointed out that while shadowing is effective, it requires careful implementation to avoid potential drawbacks, such as learner fatigue or frustration from the intensive nature of the practice. The study suggested that shadowing should be integrated with other language learning activities to provide a balanced approach to language development, particularly for learners at different proficiency levels.

2. 8. 2. Global perspectives

The use of shadowing as a language learning technique is not confined to a specific region or language but has been explored and implemented globally, particularly in the context of English as a Lingua Franca (ELF). Given the widespread use of English in international communication, research on shadowing from different global perspectives provides valuable insights into how this technique can be adapted and utilized across diverse linguistic and cultural settings.

In many Asian countries, where English is taught as a second or foreign language, shadowing has gained significant attention as an effective method for improving pronunciation and listening skills. Japan, in particular, has seen extensive research and application of shadowing in language education. Hamada (2017) and Kadota (2021) have been at the forefront of this research, demonstrating how shadowing can be integrated into the English language curriculum to address the specific challenges faced by Japanese learners, such as difficulties with intonation and rhythm due to the phonological differences between Japanese and English.

Similarly, in Taiwan, studies by Hsieh, Dong, and Wang (2013) have explored the application of shadowing to improve English intonation instruction. Their research found that Taiwanese learners who practiced shadowing showed significant improvements in their ability to produce natural-sounding intonation patterns, which in turn enhanced their overall communicative competence in English. These findings underscore the value of shadowing in helping learners from tonal language backgrounds, such as Chinese, adapt to the stress-timed rhythm of English.

In South Korea, shadowing has also been employed as a tool to bridge the gap between classroom learning and real-world English usage. Lee and Park (2012) conducted a study that highlighted how shadowing exercises could help Korean learners of English develop more accurate pronunciation and listening skills, particularly in preparing for standardized tests like the TOEIC and TOEFL, which require strong oral and aural abilities. The study emphasized that shadowing not only improves language skills but also boosts learners' confidence in using English in various communicative contexts.

In Europe, where English often functions as a second language or an additional language in multilingual environments, shadowing has been used to enhance learners' fluency and comprehension. Research in this region has focused on how shadowing can support the development of language skills necessary for academic and professional success in an increasingly globalized world (Walker, 2010).

For instance, in Poland, Wrembel (2011) explored the use of shadowing among university students learning English for specific purposes (ESP), such as business or technical communication. The study found that shadowing helped learners develop more precise pronunciation and a better understanding of industry-specific vocabulary, which are critical for effective communication in specialized fields. This research highlighted the adaptability of shadowing to different linguistic needs and professional contexts, making it a versatile tool in language education.

In Spain, a study by Muñoz (2014) examined the impact of shadowing on the English language acquisition of high school students. The research demonstrated that shadowing improved not only pronunciation but also students' motivation and engagement in language learning. By incorporating shadowing into language classes, educators were able to create a more dynamic and interactive learning environment, which contributed to better language outcomes for students.

In the Middle East, where English is often learned as a foreign language and is crucial for international business and academic pursuits, shadowing has been explored as a means to improve learners' oral skills. In Saudi Arabia, for example, Alharbi (2015) investigated the effectiveness of shadowing in enhancing the pronunciation and listening comprehension of Saudi university students. The study found that shadowing was particularly beneficial in helping learners overcome common pronunciation difficulties, such as the production of certain consonant clusters and vowel sounds that do not exist in Arabic.

Similarly, in the United Arab Emirates, shadowing has been used to support English language learners in developing the necessary skills for academic success. Researchers have found that shadowing helps bridge the gap between learners' native Arabic phonological system and the English sound system, facilitating a smoother transition to fluent English speech (Rogier, 2012). This has been particularly important in higher education settings, where English is often the medium of instruction.

In Africa, where English serves as an official language or lingua franca in many countries, shadowing has been utilized to improve learners' pronunciation and listening skills in multilingual environments. Research in Nigeria by Adeosun (2013) examined the use of

shadowing among secondary school students and found that the technique helped learners develop more accurate pronunciation and better listening comprehension, which are critical for academic achievement and communication in a diverse linguistic landscape.

In South Africa, where English is one of several official languages, shadowing has been used to enhance the oral skills of learners from various linguistic backgrounds. Studies have shown that shadowing can help bridge the phonological differences between learners' native languages and English, promoting better pronunciation and fluency in English (Madiba, 2014). This is particularly important in South Africa's multilingual society, where effective communication in English is essential for social and professional integration.

The global application of shadowing as a language learning technique demonstrates its versatility and effectiveness across diverse linguistic and cultural contexts. From Asia to Europe, the Middle East, and Africa, shadowing has proven to be a valuable tool for improving pronunciation, fluency, and listening comprehension in English. The research from these regions underscores the adaptability of shadowing to different educational needs and challenges, making it a powerful method for language acquisition in English as Lingua Franca (ELF) contexts. As global communication continues to rely on English as a common language, the importance of shadowing in supporting learners worldwide will likely continue to grow.

2. 8. 3. Research on shadowing in Azerbaijan

The exploration of shadowing as a language learning technique in Azerbaijan reflects the country's unique linguistic landscape, where Azerbaijani is the official language, and Russian and English serve as important secondary languages, particularly in education and business contexts. Given the increasing importance of English for international communication and academic pursuits, research in Azerbaijan has begun to focus on effective methods for teaching English pronunciation and oral skills, with shadowing emerging as a promising approach.

Research on the use of shadowing in Azerbaijani educational settings is still in its early stages, but the initial findings are encouraging. One of the key studies conducted in this area was by Karimova (2020), who investigated the impact of shadowing on the pronunciation and fluency of Azerbaijani university students learning English. The study involved students from various departments at Baku State University, where English is a mandatory subject. Karimova found that students who regularly engaged in shadowing exercises showed significant improvements in their ability to produce natural-sounding English speech, particularly in terms of rhythm and intonation.

Karimova's research also highlighted the challenges that Azerbaijani learners face due to the phonological differences between Azerbaijani and English. For instance, Azerbaijani, which is a Turkic language, has a relatively simple vowel system compared to English. As a result, Azerbaijani learners often struggle with the complex vowel sounds in English, leading to pronunciation difficulties. The study found that shadowing was particularly effective in helping students overcome these challenges by providing continuous exposure to native-like pronunciation models, which allowed them to practice and internalize the correct sounds and patterns.

At the secondary school level, research by Mammadova (2021) explored the application of shadowing to improve the English-speaking skills of high school students in Azerbaijan. Mammadova's study focused on students in urban and rural areas, comparing the effectiveness of shadowing in different educational contexts. The research revealed that shadowing was beneficial for both groups, but particularly so for students in rural areas who had less exposure to English outside the classroom. Mammadova found that shadowing helped students develop better pronunciation and listening comprehension, which are critical for achieving success in national and international English language exams. The study also emphasized that shadowing increased students' confidence in speaking English, as it provided them with the opportunity to practice in a controlled and supportive environment. This boost in confidence was particularly important for rural students, who often had fewer opportunities to engage in English conversation outside of school.

Despite the positive outcomes associated with shadowing, research in Azerbaijan has also identified several challenges related to its implementation. For example, Aliyeva (2019) pointed out that the success of shadowing largely depends on the availability of high-quality audio materials and access to technology, which can be limited in some Azerbaijani schools, particularly in rural areas. Additionally, there is a need for more teacher training on how to effectively integrate shadowing into the language curriculum. Many teachers in Azerbaijan are still unfamiliar with shadowing as a technique and may lack the resources or expertise to implement it effectively.

Another challenge highlighted by Aliyeva is the variation in students' English proficiency levels, which can affect the outcomes of shadowing exercises. In classrooms with a wide range of proficiency levels, some students may find shadowing too difficult or too easy, leading to varying degrees of engagement and effectiveness. The study suggests that shadowing should be adapted to suit the specific needs and proficiency levels of students, with more differentiated instruction and materials to ensure that all learners benefit from the technique.

As research on shadowing in Azerbaijan continues to develop, there is a growing interest in exploring how this technique can be adapted to different educational contexts and learner needs.

Research on shadowing in Azerbaijan, though still in its nascent stages, has shown promising results in improving the pronunciation, fluency, and listening comprehension of English learners. The technique has proven particularly valuable in helping Azerbaijani students overcome the phonological challenges associated with learning English and in building their confidence in speaking the language. However, the successful implementation of shadowing in Azerbaijan requires addressing challenges related to resource availability, teacher training, and the diverse needs of learners.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the methodology of the research. In the following sections, research design, the participants and sampling, data collection tools, data collection procedure, and data analysis are introduced.

3. 2. Research design

The purpose of this mixed-methods study with a quasi-experimental design, was to determine whether shadowing affected tertiary-level students' intelligibility, comprehensibility, fluency, and accentedness in oral discourse.

15 students (aged 17-18) were from Azerbaijan University of Languages participated in the study. The Convenience Sampling method was employed in the selection of the participants. The choice of convenience sampling is often driven by practical considerations, such as the need to collect data quickly and efficiently, especially when time, budget, or other resources are constrained, making it impractical to employ more rigorous and systematic sampling methods. This approach is particularly appealing in exploratory or preliminary research, where the primary goal is to gain initial insights or identify trends rather than to generalize findings to a larger population. By selecting participants who are readily accessible, such as individuals in a specific location or those who voluntarily agree to participate, researchers can streamline the data collection process, though this convenience often comes at the cost of introducing potential bias and limiting the representativeness of the sample, which must be acknowledged when interpreting and reporting the study's results (Braun & Clarke, 2006).

The students were from both the Russian and Azerbaijani sectors of the university, covering a broad spectrum of linguistic backgrounds. At the Azerbaijan University of Languages, there are two sectors: the Russian sector and the Azerbaijani sector. While the primary lessons are conducted in English for both sectors, secondary courses are taught in different languages depending on the sector. For the Russian sector, these secondary lessons are taught in Russian, whereas for the Azerbaijani sector, they are taught in Azerbaijani. This setup ensures that students receive specialized instruction in their respective languages while maintaining English as the primary language of instruction for the core subjects. Ethical Considerations a precondition to carrying out this study, strict ethical standards were observed

throughout (Bhandari, 2024). This study, carried out in accordance with the Code of Ethics of the World Medical Association (Declaration of Helsinki), was reviewed and approved by the Scientific Research and Publication Ethics Board of Akdeniz University, with approval number 904101, dated 29.04.24. All participants were fully briefed on the aims and methods of the research before giving their consent for it; they also had the right if they so desired to drop out at any stage without incurring pressure as a result. Besides, in order to safeguard the privacy and confidentiality of our subjects the data collected was fully anonymized in line with established ethical standards for studies involving human beings (Gedutis, Biagetti & Ma, 2022).

3. 3. Data collection tools

The data for this mixed-methods study were collected through pre- and post- tests and semi-structured interviews given at the end of the treatment, which lasted over five weeks. During this time, A2-level students recorded their oral productions once a week and uploaded them to LMS.

In the pre-test stage, the participants' intelligibility, comprehensibility, fluency, and accentedness in oral discourse were evaluated through two tasks: a shadowing task and a picture narration task. The purpose of the shadowing task was to determine how well the participants were able to emulate the speaker and to determined the impact of the shadowing technique on the intelligibility, comprehensibility, fluency, and accentedness of participants in oral discourse. The purpose of the picture narration task was to determine to what extent the participants' speech was intelligible, comprehensible, fluent, and free of accent without emulating a model.

For the shadowing task, participants watched a one-minute video clip from a famous TV show *New Girl* and then they were encouraged to shadow, emulating the speakers as closely as possible. The participants were given ten minutes to watch the video clip as many times as they wanted to rehearse it. When they felt ready, they recorded the speech showing it. The other task, picture narration task, commonly known as "The Suitcase Story" (see Appendix F) by Derwing, Munro, Thomson, and Rossiter (2009), required participants to analyze a series of provided pictures and narrate the corresponding story. Participants were allotted one minute for preparation for this task and were not allowed to take notes before or during the tasks. The same tasks and procedures were followed for the post-test.

During the five-week intervention period, the participants watched outside of school a short video clip of one minute to one and half minutes long every week from *New*

Girl, Friends, Raising Hope, Christmas Comes Twice, How I Met Your Mother, and *New Girl* and posted them on an LMS.

The qualitative data were collected through a semi-structured interview given to five students, who were randomly chosen, at the end of the study to gain insight into their views regarding shadowing. The semi-structured interviews were conducted via one-on-one teleconference, utilizing Microsoft Teams, at times selected by the participants. Both the researcher and participants ensured they were in quiet environments with secure internet connections and used microphones for optimal audio quality. Each teleconference interview started with icebreaker questions to make participants comfortable. The interviews, comprising 12 questions, aimed to gather feedback from only the participants regarding the training sessions and the seven-week treatment.

When forming the questions, five steps were followed. First, pertinent studies in the relevant literature were analyzed. After rigorous scrutiny of the relevant studies in the literature, interview questions by Foote and McDonough (2017) were considered a viable option for adaption. Then Foote and McDonough's questions were adapted and presented to two experienced specialists in applied linguistics for clarity and conciseness. Upon the specialists' suggestions, the questions were revised, edited (see Appendix D), and were piloted in two trial interviews with five participants whose data were not included in the study. Finally, the questions were implemented in the interview.

A native American English speaker with expertise in linguistics rater assessed the speech samples. The rater evaluated recordings of 30 shadowing and 30 picture narration tasks. The shadowing task varied from 1 minute 15 seconds while the picture narration tasks ranged from approximately 45 seconds to two minutes each. Two sets were created: one for shadowing task and the other for picture narration tasks. Each set was randomized into pre-test and post-test tasks, with speakers' identities anonymized. The shadowing was evaluated first, followed by the picture narration set.

Both tasks, shadowing and the picture narration tasks, were rated in four sessions, with 15 recordings in each sitting. Prior to the grading sessions, the rater underwent training, covering study information, task specifics, and the holistic grading. Every spoken segment was assessed for fluency with a 9-point scale ranging from 1 (perfectly fluent) to 9 (completely dysfluent). Additionally, the rater evaluated the recordings for intelligibility and comprehensibility on a scale from 1 (extremely easy to understand) to 9 (impossible to understand), and accentedness on a scale from 1 (no accent) to 9 (very strong accent), following the methodology (Derwing, Rossiter, Munro, & Thomson, 2004; Munro & Derwing, 2013).

3. 4. Data analysis

3. 4. 1. Analysis of quantitative data

A rigorous and comprehensive approach was taken using statistical software to analyze the quantitative data. Two tests were performed: the Wilcoxon Signed-Rank Test and the Mann–Whitney U Test, to compare pre- and post-test scores. After transferring the data , analytical procedures were conducted in accordance with the research objectives. Initially, descriptive statistics were computed for the data.

The Wilcoxon Signed-Rank Test was employed to measure within-task changes from pre-test to post-test scores. As a nonparametric test, it is particularly suited for small sample sizes and ordinal data, where the normality assumption required by parametric tests may not be fulfilled (Foote & McDonough, 2017). Subsequently, a comparative analysis was performed between the initial and subsequent measurements of the picture narration task and the shadowing task. This comparison utilized the Wilcoxon signed-rank test. The findings indicated that if the data favored positive ranks in the final test (the second measurement), specific processes were undertaken based on this result. Conversely, if the data favored negative ranks in the pre-test, different procedures were adopted. It is noteworthy that these procedures were implemented separately for both picture stories and videos.

The Mann–Whitney U Test was performed to compare post-test outcomes between participants who completed the picture narration task and the shadowing task. This nonparametric test evaluates whether there is a significant difference in ranks between the two conditions (Field, 2013). By comparing mean ranks, this test helped ascertain which task—the picture narration task or the shadowing task—had a more significant impact on improvements in participants' communication skills. The Mann–Whitney U test is well-suited in these circumstances as it does not require the normal distribution assumption, making it robust for the data characteristics of this study. All tests were conducted with the understanding that a significance threshold of $p < 0.05$ would be used. This stringent significance level was chosen to avoid unnecessarily increasing the risk of Type I errors, thereby enhancing confidence in the conclusions drawn from the data analysis results. The results of these analyses provided a picture of the relative effectiveness of the two tasks, indicating statistically significant differences.

3. 4. 2. Analysis of qualitative data

The data from the post-semi-structured interviews, which were conducted in the participants' mother tongue, were first transcribed using a free transcription software called 'Soundscriber.' Then, the researcher and an MA candidate in Teaching English as a Foreign Language analyzed the transcribed data thematically, following the principles of thematic analysis (Braun & Clarke, 2006; Clarke & Braun, 2013) to identify themes and gain deeper insights into the participants' ideas and views on consciousness-raising training on prosody in thought groups. The researcher and the recruit then coded the data inductively as themes emerged, which is a crucial step in thematic analysis. The data from the semi-structured interviews were independently coded. The researcher and the recruit each coded a subset of the data to establish initial codes. This step allowed them to see how each interpreted the data without influence from the other. After completing their independent coding, they compared their results. This involved identifying segments of text where their codes aligned and where discrepancies occurred. To quantify the level of agreement between the coders, they used a statistical measure such as Cohen's Kappa. The measure yielded a .79 agreement (substantial agreement) between the coders. Any cases of disagreement that exceeded acceptable levels of inter-rater reliability (IRR) were discussed thoroughly. They sought to understand the reasons for the differences in interpretation and worked toward reaching a consensus, sometimes revising the code definitions. Finally, they documented the IRR calculation process, including the specific statistics used and their interpretations, to ensure transparency in their methodology and facilitate future research efforts in achieving reliable coding practices. They discussed the codes and themes to increase the trustworthiness of the coding process. At this stage, any disagreements over some of the themes were thoroughly discussed and resolved before finalizing the themes. This thematic analysis will provide valuable qualitative insights that support and triangulate the quantitative findings, helping to explain the observed improvements in pronunciation by illustrating the participants' understanding and experiences of the shadowing technique intervention regarding intelligibility, comprehensibility, fluency, and accentedness in oral discourse.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter aims to present the results of the study. In the following sections, the findings are introduced in detail through tables and figures.

4. 1. 1. Quantitative findings

RQ 1. One of the purposes of this study was to determine whether there was a statistically significant difference between the participants' pre- and post-test comparison results of the picture narration task. To evaluate the overall influence of the shadowing practice on participants' intelligibility, comprehensibility, fluency, and accentedness in oral discourse, we assessed the pre- and post-test scores of participants from both the picture narration and shadowing tasks. The Wilcoxon signed-rank test was then performed to analyze the data

Table 1

Pre- and Post-Test Comparison Results of the Picture Narration Task

Criteria	Post-test Pre-test	N	Mean Ranks	Sum of Ranks	Z	p
Intelligibility	Negative Ranks	0	.00	.00	-3.084	0.002
	Positive Ranks	12	6.50	78.00		
	Ties	3				
	Total	15				
Fluency	Negative Ranks	0	.00	.00	-3.114	0.002
	Positive Ranks	12	6.50	78.00		
	Ties	3				
	Total	15				
Accentedness	Negative Ranks	2	3.00	6.00	-2.437	0.015
	Positive Ranks	9	6.67	60.00		
	Ties	4				
	Total	15				
Comprehensibility	Negative Ranks	0	.00	.00	-3.351	0.001
	Positive Ranks	14	7.50	105.00		
	Ties	1				
	Total	15				

Note. Table 1 shows the pre and post-test comparison results of the scores in picture narration task. The Wilcoxon signed-rank test results indicated that there was a significant difference between the measurements across all criteria ([($Z_{intelligibility}$=-3.084; p=0.002). ($Z_{fluency}$=-3.114; p=0.002). ($Z_{accentedness}$=-2.437; p=0.015). ($Z_{comprehensibility}$=-3.351; p=0.001)]. When the mean

ranks and sum of ranks scores are considered. the positive ranks of this observed difference favor the post-test scores.

RQ 2. Another goal of this study was to determine whether there was a statistically significant difference between the participants' pre- and post-test comparison results of the shadowing task. To evaluate the overall influence of the shadowing practice on participants' intelligibility, comprehensibility, fluency, and accentedness in oral discourse, the pre- and post-test scores from the shadowing task were assessed. The Wilcoxon signed-rank test was performed to analyze the data.

Table 2

Pre- and Post-Test Comparison Results of Shadowing

Criteria	Post-test Pre-test	N	Mean Ranks	Sum of Ranks	Z	p
Intelligibility	Negative Ranks	5	4.50	22.50	0.000	1.000
	Positive Ranks	4	5.63	22.50		
	Ties	6				
	Total	15				
Fluency	Negative Ranks	4	4.00	16.00	-1.221	0.222
	Positive Ranks	6	6.50	39.00		
	Ties	5				
	Total	15				
Accentedness	Negative Ranks	3	4.50	13.50	-0.707	0.480
	Positive Ranks	5	4.50	22.50		
	Ties	7				
	Total	15				
Comprehensibility	Negative Ranks	1	2.00	2.00	-1.518	0.129
	Positive Ranks	4	3.25	13.00		
	Ties	10				
	Total	15				

Note. Table 2 shows the pre-test and post-test comparison results of the scores in shadowing. The Wilcoxon signed-rank test results indicated that the scores for videos did not significantly change across any criteria [$Z_{intelligibility}$=0.000; p=1.000). ($Z_{fluency}$=-1.221; p=0.222). (Z

$_{accentedness}$=-0.707; p=0.480). (Z $_{comprehensibility}$=-1.518; p=0.129)]. This finding reveals that the scores exhibited a similar distribution in both measurements.

To have a clearer understanding of the comparison results from the pre- and post-tests of the picture narration task and the shadowing task, comparisons of the pre-test results for both tasks were also carried out.

Table 3

Pre-Test Comparison Results of the Picture Narration Task and the Shadowing Task

Criteria	Group	N	Mean Ranks	Sum of Ranks	U	p
Intelligibility	Picture narration task	15	11.27	169.00	49.000	0.007
	Shadowing task	15	19.73	296.00		
Fluency	Picture narration task	15	10.53	158.00	38.000	0.002
	Shadowing task	15	20.47	307.00		
Accentedness	Picture narration task	15	11.60	174.00	54.000	0.014
	Shadowing task	15	19.40	291.00		
Comprehensibility	Picture narration task	15	10.80	162.00	42.000	0.003
	Shadowing task	15	20.20	303.00		

Note. Table 3 presents the pre-test comparison results of the two tasks. As shown in the table, the scores of the tasks significantly differed across all criteria [$U_{intelligibility}$=49.000; p=0.007). ($U_{fluency}$=38.000; p=0.002). ($U_{accentedness}$=54.000; p=0.014). ($U_{comprehensibility}$=42.000; p=0.003)]. An examination of the mean ranks of these groups revealed that the scores of the shadowing task were higher than those of picture narration task.

In addition to comparing the results from the pre- and post-tests of the picture narration task and the shadowing task, comparisons of the post-test results for both tasks were also conducted to obtain comprehensive understanding.

Table 4

Post-Test Comparison Results of the Picture Narration Task and the Shadowing Task

Criteria	Group	N	Mean Ranks	Sum of Ranks	U	p
Intelligibility	Picture narration task	15	15.37	230.50	110.500	0.932
	Shadowing task	15	15.63	234.50		
Fluency	Picture story	15	12.33	185.00	65.000	0.043
	Shadowing task	15	18.67	280.00		
Accentedness	Picture narration task	15	13.13	197.00	77.000	0.132
	Shadowing task	15	17.87	268.00		
Comprehensibility	Picture narration task	15	13.57	203.50	83.500	0.206
	Shadowing task	15	17.43	261.50		

Note. Table 4 presents the post-test comparison results of the two tasks. As illustrated in the table, there was a significant difference in the scores of the tasks according to fluency (U=65.000; p=0.043). An examination of the mean ranks of these tasks revealed that the scores for the shadowing task were higher than those for picture narration tasks. Conversely, the scores of the tasks did not show a significant difference in terms of intelligibility, accentedness. and comprehensibility [$U_{intelligibility}$=110.500; p=0.932). ($U_{accentedness}$=77.000; p=0.132). ($U_{comprehensibility}$=83.500; p=0.206)].

RQ 3. The third research question sought to investigate whether there was a statistically significant difference between the overall pre and post-test comparison results of the picture narration task and the shadowing task.

Table 5

Descriptive Statistics of the Picture Narration Task and the Shadowing Task

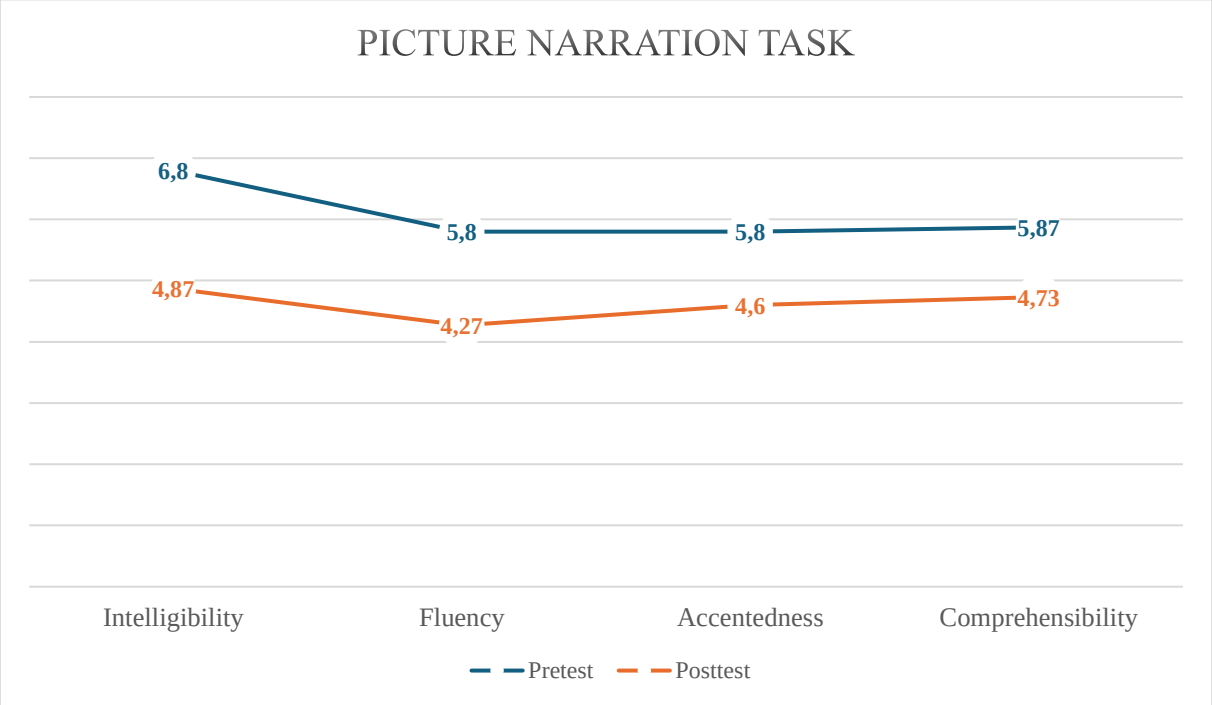
Group	Test	Criteria	N	Min.	Max.	$\bar{X}$	SD
Picture narration task	Pre-test	Intelligibility	15	1.00	8.00	4.87	2.17
		Fluency	15	1.00	7.00	4.27	1.83
		Accentedness	15	1.00	8.00	4.60	2.10
		Comprehensibility	15	1.00	8.00	4.73	2.15
	Post-test	Intelligibility	15	4.00	8.00	6.80	1.21
		Fluency	15	3.00	8.00	5.80	1.47
		Accentedness	15	3.00	8.00	5.80	1.47
		Comprehensibility	15	5.00	8.00	6.87	1.19
Shadowing task	Pre-test	Intelligibility	15	5.00	9.00	6.93	1.22
		Fluency	15	5.00	9.00	6.53	1.36
		Accentedness	15	4.00	9.00	6.47	1.51
		Comprehensibility	15	5.00	9.00	7.07	1.22
	Post-test	Intelligibility	15	5.00	9.00	6.93	1.28
		Fluency	15	4.00	9.00	6.87	1.25
		Accentedness	15	3.00	9.00	6.60	1.55
		Comprehensibility	15	5.00	9.00	7.40	1.18

The assessment of picture narration task showed significant improvements between the pre-test and post-test (see Table 5 and Figure 1). Intelligibility increased from 4.87 to 6.8. Fluency improved from 4.27 to 5.8, accentedness from 4.6 to 5.8, and comprehensibility from

4.73 to 6.87. In the pre-test, fluency had the lowest average score (4.27). In the post-test, fluency remained the lowest but improved to 5.8, while comprehensibility had the highest (6.87).

Figure 1

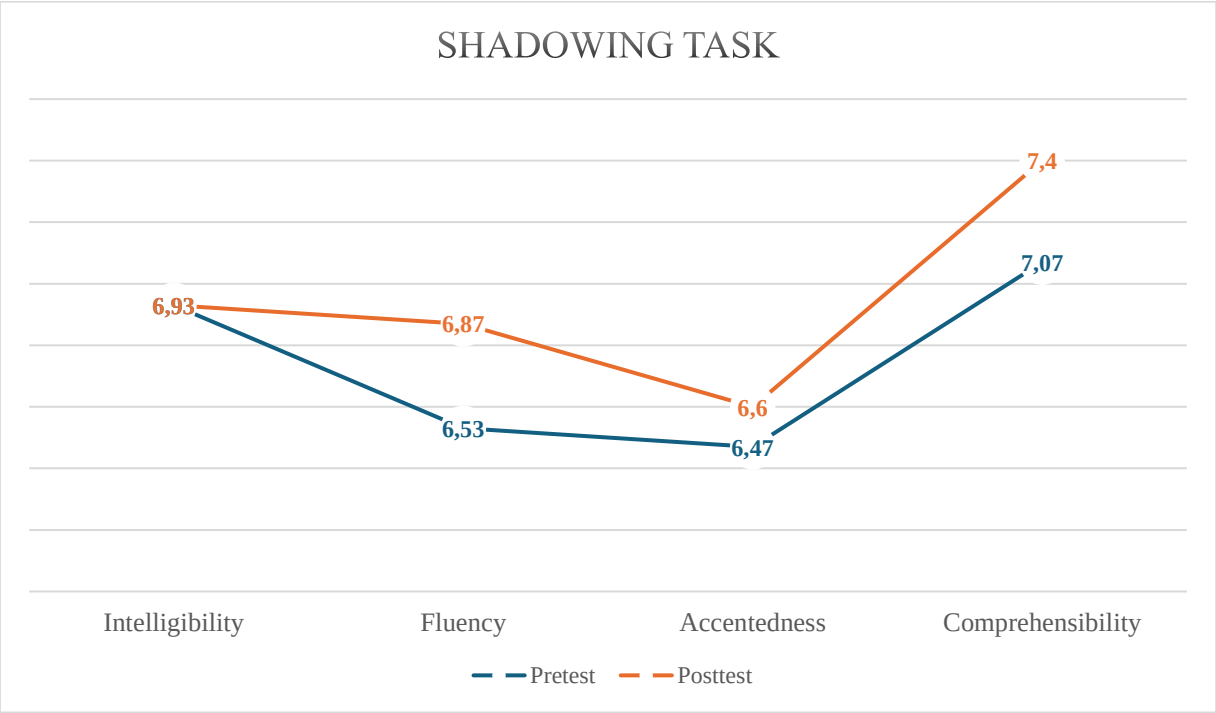
Change in the Averages of Criteria in Picture Narration Task



Assessment of the shadowing task showed consistent or slightly improved scores between the pre-test and post-test. Intelligibility remained stable at 6.93, indicating consistent speech clarity (see Table 5 and Figure 2). Fluency slightly improved from 6.53 to 6.87, indicating smoother speech. Accentedness marginally decreased from 6.47 to 6.6. Comprehensibility increased from 7.07 to 7.4, indicating better overall message understanding. Fluency had the lowest average score in both tests, improving from 6.53 to 6.87, while comprehensibility scored highest in the post-test (7.4).

Figure 2

Change in the Averages of Criteria in Shadowing Task

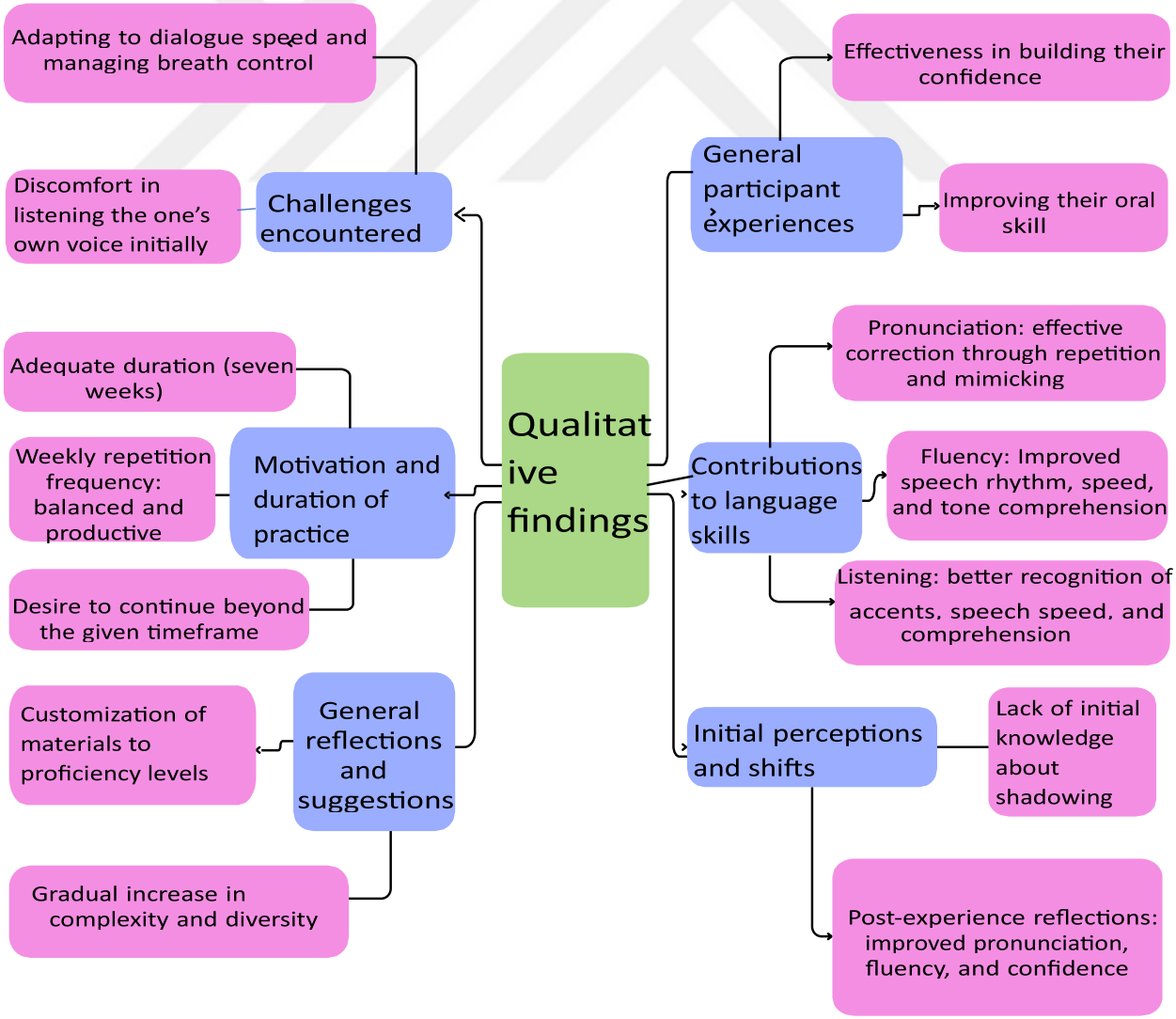


4. 1. 2. Qualitative findings

Thematic analysis of semi-structured interviews yielded the themes and sub-themes presented in Figure 3. The findings highlight key aspects such as motivation, duration of practice, and contributions to language skills, alongside broader reflections and suggestions. The sub-themes further delineate specific insights, including improvements in oral skills, pronunciation, fluency, and listening comprehension, as well as challenges like discomfort in listening to one's own voice and initial unfamiliarity with shadowing. Together, these themes provide a comprehensive understanding of participants' engagement and progress.

Figure 3

Thematic Analysis of Semi-Structured Interviews.



In addition to determining the overall impact of the shadowing practice on the participants' intelligibility, comprehensibility, fluency, and accentedness in oral discourse, this study also sought to explore the participants' evaluation of the practice through semi-structured interviews. To gain insight into participants' experiences, a set of 12 questions was posed to five randomly chosen students who participated in the practice. The questions focused on various aspects of the technique, such as its impact on dialogue application, the usefulness of listening to one's own recordings, the difficulty of the tasks, and improvements in pronunciation and listening abilities. The feedback provided by the students was then analyzed to assess the effectiveness of the shadowing technique and gather suggestions for future enhancements. The students' responses revealed valuable perspectives on the strengths and potential areas for improvement in the training program.

Participants expressed largely positive opinions about the shadowing practice, highlighting its effectiveness in building their confidence and improving their oral communication skills. Many students shared that shadowing helped them feel more at ease when speaking, as the method provided a structured way to practice and refine their pronunciation, rhythm, and intonation. By closely mimicking native speakers, participants were able to enhance the clarity and naturalness of their speech, which in turn made them feel more self-assured in oral interactions.

Additionally, students appreciated the dynamic and engaging nature of the shadowing technique. They found it to be a practical approach that allowed them to see tangible progress in their speaking abilities, which kept them motivated to continue improving. The sense of achievement they experienced when mastering challenging aspects of pronunciation contributed to their positive perception of the technique, as it reinforced their belief in their ability to succeed in oral discourse.

However, some participants acknowledged challenges with the technique, such as the difficulty of accurately imitating native speakers and the time required to practice consistently. Despite these challenges, most students felt that the benefits outweighed the difficulties. They noted that the repetitive practice involved in shadowing helped them overcome initial hesitation and fear of speaking, ultimately enabling them to communicate with greater confidence and ease.

In summary, participants valued the shadowing technique for its role in improving their speaking skills and boosting their confidence, even as they recognized certain challenges associated with its implementation. This feedback underscores the overall effectiveness of shadowing as a tool for developing oral communication proficiency.

The majority of participants reported noticeable improvements in their pronunciation, with specific emphasis on stress and intonation. These two elements are crucial for achieving natural, fluent speech and often represent challenging areas for language learners.

Most participants (around 70%) noted that their pronunciation had significantly improved by the end of the shadowing activity. Participant 1 shared:

"…I think that I corrected some mistakes in the way of identifying stress…"

This feedback highlights a critical aspect of pronunciation: stress placement**.** Correctly stressing words and syllables not only helps in sounding more native-like but also aids in conveying meaning accurately. Over time, as participants practiced mimicking native speakers, they were able to correct errors in their stress patterns. This suggests that the shadowing technique is effective in improving the accuracy of stress, which is an essential component of clear communication.

Participant 5 also observed:

"…I feel that my pronunciation has noticeably improved…"

This more general statement indicates that participant 5 experienced a broad enhancement in their pronunciation, beyond just stress. This could refer to articulation, fluency, or the clarity of their speech. As shadowing requires learners to closely imitate the rhythm, intonation, and phonetics of native speakers, it is no surprise that such widespread improvements were reported. These findings suggest that the repetition inherent in the shadowing technique led to a more comprehensive improvement in pronunciation.

When it comes to improving pronunciation, participants unanimously endorsed the shadowing technique as a highly effective method. The technique's reliance on repetition and mimicry was especially praised for its ability to help learners internalize correct pronunciation patterns, making it a valuable asset for mastering phonetic accuracy.

Participant 1 was succinct in their endorsement, stating:

"…Yes, absolutely…"

This brief yet confident affirmation highlights the strong conviction participants had about the technique's effectiveness. Such unanimous support suggests that the technique's emphasis on mimicking native speakers provides learners with a reliable and immersive way to practice pronunciation. Repetition is a key element in this process, as it allowed learners to gradually refine their speech patterns, ultimately helping them sound more natural and fluent. The success of this method lies in its simplicity: by constantly repeating the correct pronunciation, learners are able to "train" their muscles to produce the correct sounds without overthinking the process.

Participant 2 elaborated on their perspective, providing more detail about how shadowing facilitated phonetic development:

"…The shadowing technique is highly effective for improving pronunciation. It allowed practice in saying words correctly and fluently…".

This insight further reinforced the value of shadowing in fostering accurate pronunciation. Through repeated practice, learners not only improved the accuracy of individual sounds but also developed the rhythm and fluency necessary for smooth communication. The emphasis on fluidity is particularly important, as it moves beyond simple word-by-word repetition to focus on the natural flow of speech, which is critical for effective communication.

In analyzing these responses, it is clear that the effectiveness of shadowing lied in its immersive, repetitive nature. By listening to and imitating native speakers, learners gain a deeper understanding of both the technical and rhythmic aspects of pronunciation. This ability to replicate speech patterns not only improves accuracy but also helps learners become more confident speakers, capable of handling real-world communication with greater ease.

Overall, shadowing proved to be an indispensable tool in improving pronunciation, and its consistent effectiveness is a testament to its value in language learning. With continued refinement and personalized adjustments, this technique could play a central role in shaping the future of language education.

A recurring theme in the feedback was the transformative effect of shadowing on how participants approached dialogues. An overwhelming majority (80%) of participants reported a shift from mechanical memorization to more intuitive and confident usage. This evolution reflects not only linguistic improvement but also a deeper understanding of the underlying structure of dialogues.

Participant 1 succinctly captured this growth:

"…It exactly helped me to understand the structure of various dialogues, the way we should use stress and intonation…"

This indicates that shadowing is not limited to surface-level repetition; rather, it facilitates a grasp of fundamental communicative elements like stress patterns, intonation, and rhythm. Similarly, participant 2 elaborated on their transition:

"…At first, I had to memorize the dialogues, but over time I started speaking more freely…"

Such responses highlight a critical pedagogical shift: the progression from passive learning to active, natural usage. By internalizing dialogue structures and practicing intonation, learners moved beyond rote memorization toward developing genuine conversational fluency.

Interestingly, the technique also appeared to bolster psychological readiness. Participant 3, for example, emphasized how shadowing enhanced their confidence in communication: "…There has been a change in my usage and application style. I feel more confident…"

This suggests that the benefits of shadowing extend beyond technical skills, fostering a mindset conducive to effective language use. The confidence gained here is a critical component of language acquisition, as it empowers learners to engage in conversations without hesitation.

Overall, the responses illustrate that shadowing is an integrative tool, simultaneously improving linguistic competence and communicative confidence. Future iterations of the program could further support this growth by incorporating activities that explicitly focus on the practical application of dialogues in diverse contexts.

Self-monitoring emerged as a unanimous area of agreement, with all participants recognizing the value of listening to their recordings. This process not only enabled error identification but also encouraged incremental progress and heightened awareness of nuances like stress, rhythm, and intonation.

Participant 3 highlighted its practical benefits:

"…Listening to my own speech was very useful. I could notice my mistakes and correct them…"

Similarly, participant 5 provided a broader perspective on its role in self-improvement: "…It was important for tracking progress and improving pronunciation…"

These reflections underline a key pedagogical insight: self-awareness is fundamental to effective language learning. By analyzing their own recordings, participants became more attuned to subtle aspects of speech, transforming passive listening into active, deliberate practice.

However, the impact of self-monitoring varied among participants. While some, like participant 1, found it highly motivating to observe tangible progress over time, others initially struggled with discomfort at hearing their own voices. For instance, participant 4 admitted: "…At first, it felt strange to listen to myself, but with time, I saw how it helped me improve…"

This variability underscores the need for structured guidance in integrating self-monitoring into learning routines. Providing learners with specific criteria to evaluate their

recordings—such as clarity, accuracy, and fluency—could make the process more objective and less daunting.

Moreover, incorporating peer feedback or teacher-led assessments alongside self-monitoring might offer additional perspectives, further enriching the learning experience. **As** participant 2 suggested:

"…It was helpful to compare my recordings from the beginning and end of the week. It showed me how much I improved…"

The unanimous support for this technique demonstrates its effectiveness in fostering self-reflection and accountability. By leveraging such tools, learners not only refine their linguistic skills but also develop a proactive approach to their language acquisition journey.

Equally important was the enhancement of listening skills. As participants practiced listening and repeating dialogues, their ability to understand various speech nuances—such as accent, pace, and tone—improved markedly.

Around 60% of participants indicated that their listening skills had improved significantly as a result of the shadowing activity. Participant 2 noted:

"…My listening skills have also improved. I can better understand different speaking speeds and accents…"

This feedback is significant as it underscores how shadowing not only helps with speaking but also improves the ability to understand diverse speech patterns. Exposure to different speeds, accents, and intonation patterns is essential for learners who need to navigate real-world conversations. By mimicking native speakers, learners become more sensitive to these variations, improving their ability to comprehend spoken language in various contexts.

Participant 4 added:

"…Yes, because I gained experience…"

This statement emphasizes the role of consistent practice in developing listening skills. As participants listened to the recordings of dialogues and repeated them, they became more accustomed to different speech styles, speeds, and accents. Over time, this exposure made it easier for them to grasp nuances and adapt to varying communication styles, an essential skill in both academic and casual conversations.

In conclusion, the data suggests that shadowing is a highly effective technique for improving both pronunciation and listening skills. Through repeated practice, learners not only enhance their speech accuracy but also their ability to understand and respond to diverse language inputs, making the technique a valuable tool for comprehensive language acquisition.

The complexity of the dialogues and the appropriateness of the one-week practice duration elicited a range of insights from participants, emphasizing the interplay between initial challenges and the impact of sustained practice. Most participants (60%) acknowledged that the dialogues felt challenging at the outset, particularly in terms of maintaining fluency and accuracy. However, all participants agreed that consistent practice over the one-week period significantly reduced these difficulties, enhancing both their confidence and proficiency.

Participant 4 highlighted this progression, noting:

"…The dialogues seemed difficult at first but became easier over time. A week is enough to correct one's speech…"

This observation underscores the value of gradual exposure to complex material, with time and repetition fostering familiarity and reducing perceived difficulty. Similarly, participant 2 emphasized the balance achieved by the one-week practice period:

"…The dialogues were challenging at first, but they became easier with practice. One week felt like the right amount of time; it provided enough opportunity to practice and make progress…"

While this feedback demonstrates the effectiveness of a one-week schedule, it also highlights the need for careful calibration of dialogue complexity. Beginners, in particular, might benefit from a scaffolded approach that introduces simpler dialogues initially, gradually increasing complexity as their skills develop.

Interestingly, approximately 40% of participants mentioned that although the dialogues became manageable with practice, the initial challenges were a motivator rather than a deterrent.

Participant 1 commented:

"…At first, I struggled with the dialogues, but the difficulty made me push harder. By the end, I could feel real progress…"

This sentiment suggests that moderate difficulty, when paired with an achievable timeline, can encourage persistence and yield measurable improvement. However, there remains a need to ensure that the material doesn't become overly daunting, particularly for those new to shadowing techniques.

To strike an optimal balance, future iterations of the program could offer differentiated dialogues tailored to participants' skill levels. For advanced learners, more complex, fast-paced dialogues might provide an appropriate challenge, while simpler materials could support beginners without overwhelming them.

In conclusion, the one-week practice duration was widely regarded as sufficient for meaningful improvement, provided that dialogue complexity is carefully matched to participants' proficiency levels. This balance ensures that learners remain motivated and engaged, fostering a sense of achievement while building their skills progressively.

In addition to improvements in pronunciation and listening, participants reported significant growth in other key language skills such as confidence, fluency, and comprehension. The shadowing technique, with its focus on active engagement, appeared to foster an overall enhancement in these areas.

Around 80% of participants noted that their speaking confidence and fluency had improved significantly. Participant 3 emphasized this, stating:

"…These practices have also helped me gain other skills like speaking confidence and fluency…"

This feedback illustrates the psychological and emotional benefits of the shadowing technique. By continuously mimicking native speakers and gradually gaining proficiency, learners are likely to experience a boost in confidence. Over time, they become more comfortable speaking without hesitation or fear of making mistakes. The act of hearing oneself improve can be highly motivating, further encouraging participants to continue practicing.

Similarly, participant 5 highlighted the impact on comprehension skills:

"…These practices have improved my comprehension skills and speaking fluency…"

This statement underscores the holistic nature of language learning. As participants became more adept at speaking and understanding, they also began processing spoken language more effectively. This improvement in comprehension is crucial, as it enhances the ability to both understand and produce language in a variety of contexts. Shadowing may help learners internalize speech patterns and structures, thus strengthening their overall communicative competence.

Opinions regarding the duration of the activity reflected a balance between its effectiveness and the challenge of maintaining consistent energy levels. While most participants praised the length as appropriate, others noted the importance of pacing and managing fatigue to sustain focus and engagement throughout the sessions.

Participant 4 expressed unreserved enthusiasm for the activity's duration, stating: "…No, on the contrary, it becomes more interesting with each passing minute…"

This perspective highlights how intrinsic motivation, particularly when paired with interest in the subject matter, can mitigate fatigue and turn potentially tedious exercises into

engaging experiences. Approximately 60% of participants shared similar sentiments, finding the length of the activity both manageable and beneficial for making noticeable progress.

However, participant 3 offered a contrasting view, emphasizing the need for strategic pacing to prevent exhaustion:

"…Long sessions can tire me out, so taking breaks is crucial…"

This sentiment, echoed by 40% of participants, reveals that while the activity length was generally well-received, individual stamina and preferences played a significant role in determining how participants experienced the sessions. Fatigue seemed to correlate with factors such as prior exposure to shadowing techniques and participants' overall familiarity with extended practice routines.

The divergence in feedback raises a pedagogical challenge: How can activities be structured to sustain interest across a range of endurance levels? One potential solution could involve incorporating structured breaks or alternating between high- and low-intensity tasks, as suggested by some participants. For instance, integrating brief reflective exercises, such as journaling or discussing key takeaways, could provide mental rest while reinforcing learning outcomes.

Furthermore, tailoring session lengths to accommodate diverse learning styles might increase overall effectiveness. Shorter, more frequent sessions could appeal to those prone to fatigue, while longer, immersive sessions might better suit highly motivated learners.

In summary, while most participants found the activity length suitable for achieving its objectives, addressing individual variations in stamina through flexible structuring could further enhance the program's inclusivity and impact. The feedback also underscores the importance of considering learner-centered approaches to maximize both engagement and outcomes.

All participants expressed a strong endorsement of the shadowing technique, suggesting that they would highly recommend it to peers seeking to improve their language skills. This unanimous agreement highlights the perceived value and efficacy of shadowing in language learning.

Participant 1 was particularly emphatic:

"…Of course, it's a common technique for those who want to upgrade their listening/speaking skills…"

The fact that every participant was willing to recommend the technique indicates a high level of satisfaction with the learning outcomes. It also reflects the widespread acknowledgment of shadowing's practical benefits in enhancing both listening and speaking skills. This

endorsement suggests that the technique is viewed not just as effective, but also as an accessible and versatile method for learners at various levels.

Participants unanimously expressed their gratitude for the opportunity to participate in the shadowing project and shared constructive feedback aimed at improving future iterations. Many highlighted the overall structure and organization of the activity as its strong points while offering suggestions for making it more engaging and tailored to individual needs.

Participant 4 reflected on their experience with enthusiasm:

"…Overall, it was a very productive and instructive experience…"

This sentiment was echoed by Participant 2, who emphasized the value of having structured guidance during the process:

"…The materials provided and the organization of the program were excellent. However, integrating more interactive exercises and feedback mechanisms could make it even more effective…"

Participant 5, meanwhile, suggested expanding the range of materials to include diverse accents and contexts:

"…Offering dialogues with different accents, speeds, and even situational contexts would make the experience more dynamic and closer to real-life conversations…"

Beyond these practical suggestions, several participants remarked on the psychological benefits of the program. Participant 1 mentioned how it helped them build confidence in using English:

"…It wasn't just about improving pronunciation or listening. The experience made me feel more confident in my ability to communicate in English…"

Similarly, participant 3 expressed appreciation for how the activity encouraged consistency and discipline:

"…I appreciated the structure. It pushed me to practice regularly, which I might not have done on my own. This made the learning process more effective…"

While all participants felt the project met its primary objectives, some proposed additional features to enhance its value. Suggestions included the incorporation of peer-review sessions, where participants could listen to and provide feedback on each other's recordings, and adaptive content tailored to different proficiency levels.

In summary, the feedback from participants underscores both the success of the project in meeting its goals and the potential for further refinement. The gratitude expressed, combined with thoughtful suggestions for improvement, highlights the participants' engagement and investment in the process, paving the way for even more impactful future iterations.

Participants offered various thoughtful suggestions for enhancing the shadowing method, emphasizing the importance of greater interactivity and diverse materials to further enrich the experience. While the core methodology of shadowing received positive feedback, these suggestions underscore the potential for refinement and greater customization to meet the needs of different learners.

Participant 5 proposed one such refinement:

"…We can improve the shadowing technique by making it more interactive and adding dialogues at different levels of difficulty…"

This recommendation highlights the necessity of adapting the activity to accommodate various proficiency levels. While beginner learners may benefit from simpler dialogues to build foundational skills, advanced learners could be challenged with more complex materials that push their limits. A tiered approach to difficulty would allow learners to progressively develop their skills while maintaining motivation through appropriately challenging content. Additionally, integrating more interactive elements, such as real-time feedback or collaborative practice, could further engage participants. This idea emphasizes the importance of active participation, where learners move beyond passive repetition and engage more dynamically with the material.

Participant 2 also contributed valuable feedback regarding the diversity of the practice materials:

"…Including materials with different speakers and accents would make it more effective…"

This suggestion reflects a broader consideration of the global nature of language learning. By diversifying the range of voices, including various accents and speech patterns, learners can develop a more rounded understanding of the language as it is spoken in different contexts. This would not only enhance their listening skills but also prepare them to engage more effectively with a wider range of speakers, improving their overall fluency. Furthermore, varied accents could help learners identify regional differences in pronunciation, making them more adaptable and confident in real-world communication.

Together, these suggestions emphasize a key theme in language learning: the need for flexibility and diversity in teaching methods. Tailoring the shadowing technique to suit the varied needs of learners would likely increase its effectiveness, allowing participants to better internalize and apply the language skills they develop. The implementation of personalized feedback, diverse materials, and interactive elements could lead to even more successful outcomes in enhancing pronunciation, fluency, and comprehension.

Participants were unanimous in their belief that the shadowing project had been a valuable experience, contributing significantly to both their linguistic and personal development.

Participant 2 affirmed this, stating:

"…Yes, participating in this project was very helpful for improving my language skills…"

The overall benefits cited by participants included enhanced pronunciation, better listening comprehension, improved speaking fluency, and increased self-confidence. Additionally, the experience provided personal growth by encouraging perseverance, self-reflection, and independent learning. The positive reflections suggest that participants viewed the project as a well-rounded educational experience that addressed multiple facets of language learning.

In conclusion, the feedback indicates that the shadowing technique not only enhanced linguistic abilities but also promoted personal growth, with participants expressing strong enthusiasm for its continued use. These findings highlight the technique's potential to deliver both immediate linguistic improvements and longer-term benefits in terms of motivation and confidence, making it an effective tool for language learners.

Suggestions for training improvement

Improvement	Frequency of comments
LMS used	5
Length of the study	3
Difficulty level of the tasks	2
Variety of the listening material	2

LMS Used (5 Comments): All participants noted issues with the Learning Management System, including notification capabilities and timely reminders.

Participant 2 suggested including more materials with different speakers and accents. The same participant also underscored the importance of incorporating a feedback system into the project.

Length of the Study (3 Comments): Three participants found the 7-week duration too lengthy, leading to boredom.

Participant 5 expressed that a one-week duration was adequate for practice.

Difficulty Level of the Tasks (2 Comments): Some exercises were considered overly challenging.

Participant 3 suggested that incorporating additional feedback and tailored exercises would enhance the experience.

Students also suggested including more diverse listening materials.

Participant 2 emphasized the importance of including a wider variety of materials featuring diverse speakers and accents.

The most critical area for improvement is the LMS, as all participants highlighted its limitations. Addressing the study's length, task difficulty, and listening material variety would further enhance engagement and training effectiveness.

CHAPTER V

DISCUSSION, CONCLUSION, SUGGESTIONS

5. 1. Introduction

This chapter presents discussion, conclusion, pedagogical implications of the study and suggestions for further research.

5. 2. Discussion

This mixed-methods study, employing a quasi-experimental design, aimed to investigate the impact of shadowing technique on the development of communication skills, specifically intelligibility, fluency, comprehensibility, and accentedness. By examining university students' oral proficiency before and after exposure to this technique, the study sought to identify the effectiveness of this technique and to understand their implications for language learning practices. The study's focus on shadowing as a dynamic, auditory-based technique and picture story as a visually driven approach provided a comprehensive framework for exploring different facets of oral communication.

The study employed pre-test and post-test evaluations to measure participants' intelligibility in two tasks: picture story and shadowing. The results, as summarized in Tables 1 and 2, demonstrate varying impacts of the intervention across the two tasks, shedding light on its overall effectiveness.

In the picture story task, pre-test scores ranged from 1.00 to 8.00, with a mean score of 4.87 and a standard deviation (SD) of 2.17, indicating a broad variability in participants' performance. Following the intervention, post-test scores showed significant improvement. The minimum score rose to 4.00, and the mean score increased to 6.80, with a reduced SD of 1.21, reflecting greater consistency in performance. The comparison of pre-test and post-test scores revealed no negative ranks, indicating that none of the participants experienced a decline in their scores. Out of 15 participants, 12 exhibited positive ranks, with a mean rank of 6.50 and a sum of ranks of 78.00, while 3 participants showed no change. The Z-value of -3.084 and a p-value of 0.002 confirm that the improvement in picture story intelligibility was statistically significant, highlighting the effectiveness of the intervention for this task.

In contrast, the shadowing task yielded stable results between the pre-test and post-test. Pre-test scores ranged from 5.00 to 9.00, with a mean score of 6.93 and an SD of 1.22, indicating relatively consistent performance. Post-test scores remained unchanged, with the same range and mean score of 6.93. However, the SD slightly increased to 1.28, suggesting a marginal rise

in variability among participants. The pre-test and post-test comparison for shadowing revealed a balanced outcome, with 5 participants showing negative ranks (mean rank = 4.50, sum of ranks = 22.50), 4 participants showing positive ranks (mean rank = 5.63, sum of ranks = 22.50), and 6 participants showing no change. The Z-value of 0.000 and a p-value of 1.000 indicate no statistically significant difference between the pre-test and post-test scores, suggesting that the intervention had no measurable effect on shadowing intelligibility.

These findings suggest that the intervention was particularly effective in enhancing intelligibility in tasks requiring narrative skills, as evidenced by the significant improvement in the picture story task. However, the lack of progress in the shadowing task indicates that the intervention may not have adequately addressed the specific skills required for this type of activity. These results underscore the importance of tailoring instructional strategies to the unique demands of different tasks. Future research should focus on refining methodologies to optimize outcomes across various types of language activities, ensuring that both segmental and suprasegmental aspects of intelligibility are effectively targeted.

One of the findings of this research is that shadowing significantly improved participants' pronunciation, with a notable emphasis on stress and intonation. Around 70% of participants reported improvements in pronunciation by the end of the shadowing activity, particularly in stress patterns. The results support the effectiveness of shadowing in refining stress placement and enhancing overall pronunciation accuracy.

The finding that shadowing significantly improved pronunciation, particularly stress and intonation, is in synch with the findings of Hamada (2016), who also reported that shadowing was highly effective in refining pronunciation patterns, including stress and rhythm. Hamada's study demonstrated that through imitation of native speakers, learners were able to make noticeable improvements in their articulation and pronunciation accuracy, similar to the results found in this study. Both studies highlight the importance of stress placement in achieving native-like pronunciation and clarity in communication.

The enhancement of listening skills was another important result. About 60% of participants reported significant improvement in their ability to understand various speech nuances, such as accents, pace, and tone. This finding suggests that shadowing not only aids pronunciation but also enhances listening comprehension, a critical skill for real-world communication.

However, while this study found improvements in pronunciation and fluency for the majority of participants, it also revealed variability in the effectiveness of the technique across

individuals. This study's larger and more diverse group of participants, with varying language backgrounds and proficiency levels, may have contributed to the range of outcomes observed.

Additionally, the finding that shadowing improves listening skills, particularly the ability to understand various speech nuances, aligns with Martinsen, Montgomery, and Willardson (2017), who emphasized the role of shadowing in improving both speaking and listening comprehension. Their research indicated that shadowing not only enhances speech fluency but also helps learners become more attuned to the rhythm, pace, and intonation of spoken language, much like the participants in this study who reported better comprehension of different accents and speaking speeds.

A recurring theme in the feedback was the positive shift in participants' approach to dialogues. Most participants (80%) reported transitioning from mechanical memorization to more intuitive, confident usage. This suggests that shadowing not only improves pronunciation but also facilitates a deeper understanding of dialogue structure, stress, and intonation, contributing to more natural communication.

Self-monitoring through listening to one's own recordings also emerged as a key benefit, with all participants recognizing its value in error identification and improvement. This variability highlights the importance of structured guidance in incorporating self-monitoring, making it an essential tool for reflection and continuous improvement.

In conclusion, the results of this study are consistent with several previous studies, such as those by Hamada (2016) and Martinsen, Montgomery, and Willardson (2017), in demonstrating the effectiveness of shadowing in improving pronunciation, fluency, and listening comprehension. However, the variations observed in participant outcomes in this study suggest the need for further exploration of factors that may influence the technique's effectiveness, such as individual learner differences and proficiency levels.

The one-week duration of the shadowing activity was largely seen as effective. While most participants (60%) found it challenging at first, they appreciated how consistent practice over the week made the material easier to handle. Some participants, like Participant 1, noted that the initial difficulty motivated them to push harder, contributing to noticeable progress. However, the challenge of managing fatigue was also noted, suggesting that pacing and providing structured breaks could optimize the learning experience.

Finally, all participants expressed strong satisfaction with the shadowing technique and would recommend it to peers. They emphasized the technique's value in improving pronunciation, fluency, and listening skills. Participants also suggested adding more interactive elements, diverse accents, and varying difficulty levels to further enhance the experience. These

suggestions indicate the potential for refining the technique to cater to different proficiency levels and learner needs.

The unanimous support for shadowing as an effective language learning tool also echoes the findings of Foote and McDonough (2017), who noted the technique's popularity and effectiveness in language classrooms. The consistent positive feedback from participants in both this study and previous research reinforces the value of shadowing in fostering linguistic development, boosting confidence, and encouraging active engagement with the target language.

In conclusion, the study found that shadowing was an effective method for improving both pronunciation and listening skills. The technique not only enhanced linguistic abilities but also fostered confidence and self-reflection among participants. The feedback supports the integration of shadowing into language learning programs, with recommendations for further refinement and personalization.

5. 3. Limitations of the study

The study involved a relatively small number of participants, specifically 15 students, which limits the generalizability of the results. A larger sample size, including a more diverse group of learners with varying proficiency levels and linguistic backgrounds, would provide more robust and widely applicable conclusions. Additionally, the study was conducted with university students, which may not fully represent the broader population of English language learners.

Another limitation is the short duration of the study, with only five weeks of shadowing practice. While the findings indicate significant improvements, a longer-term study could offer deeper insight into the sustained effects of shadowing over time. Long-term interventions would help assess whether the improvements observed in pronunciation, fluency, and listening comprehension are maintained and whether further gains can be achieved with extended practice.

The focus of this study was primarily on pronunciation, fluency, and listening skills, without considering other key areas of language learning such as vocabulary learning, grammar, or writing skills. A more comprehensive study that includes these additional aspects would provide a fuller picture of the overall impact of shadowing on language acquisition.

Despite generally positive feedback from participants, there was variability in how each individual experienced the shadowing technique. While some participants found self-monitoring helpful and motivating, others initially struggled with hearing their own recordings.

This suggests that individual differences, such as comfort with self-assessment or prior language proficiency, may influence the effectiveness of the shadowing technique. Future studies could explore how learner characteristics impact the outcomes of shadowing.

The quasi-experimental design used in this study lacked a control group, which makes it difficult to definitively attribute the observed improvements solely to the shadowing technique. Future research could incorporate a control group to compare the effects of shadowing with other language learning methods, thereby providing a clearer understanding of its relative effectiveness.

Additionally, the study relied on self-reported feedback from participants, which could be subject to bias or inaccuracies. Future research could complement self-reports with objective assessments, such as recordings analyzed by external raters, to ensure more reliable data and better quantify improvements in pronunciation and listening skills.

Lastly, this study was conducted in a specific educational context—university-level learners—which may not be applicable to other contexts, such as elementary or secondary education, or adult language learners. Further research in different educational settings, including learners from diverse cultural backgrounds and proficiency levels, is needed to determine whether the findings are applicable in other contexts.

While the results of this study offer valuable insights into the effectiveness of shadowing as a language learning tool, the limitations outlined suggest that further research with larger, more diverse samples, longer intervention periods, and more comprehensive assessments is necessary to fully understand the impact of shadowing on language learning outcomes.

5. 4. Conclusion

This study underscores the profound impact of shadowing as a powerful pedagogical approach for improving various dimensions of spoken language proficiency. Shadowing engages learners in an active process that enhances intelligibility, fluency, and overall linguistic competence. By mimicking the rhythm, intonation, and pronunciation of proficient speakers, learners internalize the natural flow of the target language, making it an indispensable tool for language acquisition.

One key strength of shadowing is its ability to promote automaticity in speech production through repetitive exposure and practice, which helps learners transition from deliberate articulation to more spontaneous communication. Shadowing is also adaptable to various learning contexts and can be integrated with other methods, enriching the overall learning experience.

The study also highlights the potential of combining shadowing with picture story techniques, creating a balanced approach to language instruction. This combined approach addresses diverse learning styles and fosters a comprehensive learning environment that supports linguistic, cognitive, and emotional growth.

In conclusion, this study reaffirms the value of shadowing as a foundational practice for language learning and highlights its potential when combined with other interactive methods. By embracing these strategies, educators can help learners achieve linguistic competence and confidence in a multilingual world.

5. 5. Pedagogical implications of the study

The findings of this study highlight important considerations for educators in the context of language education and communication skill development. While the study provides insights into how different media formats—specifically shadowing and picture story—affect key communication skills, it suggests that these methods should be used with caution. Educators need to be mindful of the specific strengths and limitations of each format to optimize teaching strategies effectively.

Integration of the shadowing technique into language learning curricula: the study also demonstrates how well shadowing works to strengthen preexisting communication skills and improve listening comprehension. Real-time spoken language repetition, or shadowing, offers regular aural input that can help students get comfortable with accents, intonation, and genuine speech patterns. For students who are already fluent in the language and want to preserve or somewhat enhance their communication abilities, this approach can be extremely helpful. To supplement more rigorous language learning activities, teachers might think about include shadowing in language learning curriculum. For instance, as students practice imitating native speakers and internalizing natural speech rhythms, shadowing can be used to strengthen pronunciation and comprehension. In addition to maintaining auditory processing abilities, this activity assists with accent and fluency improvement.

Use of shadowing to reinforce listening and comprehension skills: educators should use shadowing strategically to expose learners to authentic language use, including different accents, intonation patterns, and cultural contexts. Shadowing can be particularly beneficial in developing listening comprehension, as they provide a model for how language is used in real-life situations. Teachers might incorporate shadowing into lessons as a follow-up to picture story, helping students to connect their visual understanding with auditory input, thereby strengthening their overall communication skills.

Blended Learning Approaches: Shadowing is a highly effective technique that can significantly enhance learning outcomes. Educators should consider incorporating shadowing into lesson designs to help students develop and reinforce their skills. For example, in a language lesson, shadowing can be used to contextualize vocabulary and grammar in real-world scenarios, allowing students to hear and repeat the language in use. This approach supports active engagement and practical application, making it a valuable component of modern educational strategies.

Shadowing emphasizes consistency and comprehension, focusing on auditory repetition to help students internalize speech patterns and language structures. This technique promotes a solid foundation for comprehension and fluency. Educators should incorporate shadowing activities that encourage students to mimic native speakers in real-time, reinforcing their understanding of language and improving auditory processing skills. By practicing shadowing, learners enhance their ability to process spoken language more fluidly, contributing to clearer and more confident verbal expression. This approach not only improves language skills but also strengthens students' ability to communicate effectively in various real-world scenarios.

The study underscores the importance of tailoring educational strategies to meet the diverse needs of learners. Educators should recognize that not all students will respond equally to the same methods and should be prepared to adjust their teaching approaches accordingly. For auditory learners, shadowing can be particularly effective, helping them strengthen listening and replication skills. By incorporating diverse methods and techniques, educators can create a more inclusive learning environment that supports the strengths and addresses the challenges of all students.

5. 6. Suggestions for further research

While this study provides valuable insights into the effects of shadowing on intelligibility, comprehensibility, fluency, and accentedness in oral discourse, it also raises several questions and areas for further investigation. Future research should consider the following avenues:

This study focused on the short-term effects of the shadowing technique, assessing participants immediately after their exposure to picture narration and shadowing. However, it is important to understand the long-term impact of these on intelligibility, comprehensibility, fluency, and accentedness. Future research should conduct longitudinal studies to track the progress of learners over an extended period, examining whether the improvements observed in this study are sustained and how they influence long-term language development.

The current study focused on specific aspects of oral discourse —intelligibility, fluency, accentedness, and comprehensibility. However, communication is a complex skill that involves many other factors, such as vocabulary learning, emotional engagement, cultural understanding, and critical thinking. Future research should explore how different media formats impact these additional dimensions of communication. For instance, studies could investigate whether picture narration task enhances vocabulary retention or whether shadowing are more effective in teaching cultural nuances and emotional expression.

Learners have diverse backgrounds, learning styles, and cognitive abilities, all of which can influence how they respond to different media formats. Future research should explore how individual differences, such as age, language proficiency, cognitive style, and prior exposure to media, affect the effectiveness of picture narration and shadowing tasks in developing communication skills. Understanding these differences can help educators and researchers tailor interventions to better meet the needs of various learner populations.

The effectiveness of the tasks may vary depending on the educational context, such as formal classroom settings, online learning environments, or informal learning situations. Future research should conduct comparative studies to examine how picture narration and shadowing tasks perform across different contexts. For example, researchers could compare the outcomes of using tasks in traditional classrooms versus virtual learning platforms, or in one-on-one tutoring versus group instruction.

Future research should focus on the impact of multimodal learning approaches that integrate shadowing with text, audio, and interactive elements. Studies could investigate whether combining these methods leads to greater improvements in communication skills compared to using any single format alone. Additionally, research could explore the optimal sequencing and integration of various media formats to maximize learning outcomes, providing educators with evidence-based strategies to enhance student engagement and skill development.

Future research should also consider the impact of cultural and linguistic diversity on the effectiveness of media-based learning. Studies could explore how learners from different cultural backgrounds perceive and interact with shadowing and how this method can be adapted to be culturally responsive. Additionally, research could investigate the role of linguistic diversity, such as the use of shadowing in teaching languages other than English, to understand how media-based learning strategies can be effectively applied in multilingual and multicultural settings (Seidlhofer, 2001).

Future studies could investigate the long-term effects of shadowing on language acquisition, particularly in relation to other language skills such as reading and writing.

Additionally, there is potential for exploring the use of shadowing in conjunction with other language learning techniques, such as role-playing or interactive language games, to create a more comprehensive and engaging approach to English language education.

Furthermore, research could focus on the impact of shadowing on different demographic groups within Azerbaijan, such as young learners, adult learners, or learners in vocational training programs. By examining how shadowing works across various contexts and learner populations, educators and policymakers can develop more targeted and effective strategies for improving English language proficiency in the country.

In conclusion, this study has highlighted the pedagogical value of shadowing as a technique to enhance communication skills. There is still much to explore regarding its optimal application in diverse learning environments. By pursuing further research, educators and researchers can refine their understanding of how shadowing reinforces auditory processing and language comprehension. Shadowing's emphasis on consistent, active listening and immediate language replication makes it a powerful tool for building fluency and communicative competence. Future research should focus on integrating shadowing with other learning strategies to maximize its benefits and further innovate inclusive educational practices.

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APPENDICES

APPENDIX A

The "Suitcase Story"

The "Suitcase Story" may be used for research purposes only, provided that the user cites the following source:

Derwing, T. M., Munro, M. J., Thomson, R. I., & Rossiter, M. J. (2009). The relationship between L1 fluency and L2 fluency development. Studies in Second Language Acquisition, 31(4), 533-557.

APPENDIX B

Semi-Structured Interview Questions

Genel olarak gölgeleme projesini nasıl buldunuz?

1. Diyaloğu kullanma ve uygulama şekliniz uygulama sonunda değişti mi?
2. Kendi konuşmanızı dinleyebilmenin faydalı olduğunu mu yoksa gereksiz olduğunu mu düşünüyorsunuz?
3. Diyalogları zor mu yoksa kolay mı buldunuz? Bir hafta çok mu fazla, çok mu az, yoksa doğru bir süre mi pratik yapmak için?
4. Çalışmanın uzunluğu hakkında ne düşünüyorsunuz? Çalışmadan yorulduğunuzu hissediyor musunuz?
5. Sizce gölgeleme uygulamasını nasıl geliştirebiliriz?
6. Gölgeleme uygulamasını telaffuzu geliştirmek için etkili bir teknik olduğunu düşünüyor musunuz?
7. Gölgeleme uygulamasının bir sonucu olarak telaffuzunuzun geliştiğini hissediyor musunuz?
8. Dinleme becerilerinizin geliştiğini hissediyor musunuz?
9. Bu uygulamaların size yardımcı olduğunu düşündüğünüz başka beceriler var mı?
10. Bu tekniği arkadaşlarınıza tavsiye eder misiniz?
11. Bu projede yer almaktan fayda sağladığınızı düşünüyor musunuz?
12. Bu proje ya da proje hakkında söylemek istediğiniz başka bir şey var mı?

Appendix C

Grading rubric

Intelligibility

1	2	3	4	5	6	7	8	9
Easy to understand							Extremely difficult to understand	

Comprehensibility

1	2	3	4	5	6	7	8	9
Easy to understand							Extremely difficult to understand	

Fluency

1	2	3	4	5	6	7	8	9
Extremely fluent							Extremely dysfluent	

Accentedness

1	2	3	4	5	6	7	8	9
No Foreign Accent							Extremely strong foreign accent	

Derwing, T. M., Rossiter, M.J., Munro, M.J., & Thomson, R.I. (2004). Second language fluency: judgments on different tasks. Language Learning, 54: 655-679. oi:10.1017/S0272263109990015.

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Intelligibility: the degree to which the listener comprehends the speaker's intended message.

Comprehensibility: the listener's perception of the speaker's intelligibility. In simpler terms, comprehensibility measures how easily a listener can understand a speaker.

Fluency concerns listeners' perceptions of the flow of the speaker's speech, for example, whether it includes frequent pauses, false starts, or other dysfluencies.

Accent is the perceived degree of difference from the local language variety; how much a speaker's phonology differs from that of a first language (L1) speaker of that language.

ÖZGEÇMİŞ

Kişisel Bilgiler

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Bildiği Yabancı Diller : İngilizce, Rusça, Türkçe, Almanca

Bilimsel Faaliyetleri :

İş Deneyimi

Stajlar : Novruzov Kardeşler adına 36 Numaralı Tam Ortaokul

Projeler : Articulation features of English consonants

Çalıştığı Kurumlar : Bağımsız Devletler Topluluğu Eğitim, Kültür, Yardımlaşma ve Dayanışma Derneği (FİLİZ), Kemer.

İletişim

E-Posta Adresi :

Tarih :10. 01. 2025

BİLDİRİM SAYFASI

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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03.03.2025

Banovsha MAMMADOVA

İNTİHAL RAPORU

the influence of the shadowing technique on university students' intelligibility, comprehensibility, oral fluency, and accentedness in oral discourse

Yazar : Banovsha **Sayfa Sayısı :** 93 **Kelime Sayısı :** 22691 **Karakter Sayısı :** 154326

ORİJİNALLİK RAPORU

BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ
%20	-	-	-

BİRİNCİL KAYNAKLAR

1	Abant İzzet Baysal Üniversitesi - **In-service EFL teachers' perceptions of skills-focused materials in EFL classes**	<%1
2	Bahçeşehir Üniversitesi - **The effectiveness of a virtual reality tool, ImmerseMe, on the elt freshman students' oral communication skills: A pragmalinguistic perspective**	<%1
3	Bahçeşehir Üniversitesi - **An exploration of the relationship between learner autonomy and language learning strategies among English for specific purposes (ESP) students**	<%1
4	null - **The use of passive structures in ESL narrative compositions among Malay students / Junisah Binti Mohd Fadzli Kalimuttu**	<%1
5	Gazi Üniversitesi - **Instruction giving practices in EFL classes**	<%1
6	Department of Environmental and Geographical Science - **Vulnerability to food insecurity in three agro-ecological zones in sayint district, Ethiopia**	<%1
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