Effective instruction of shadowing using a movie

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Shadowing is regarded as an effective way to improve listening, speaking, and reading. This paper introduces how shadowing can be effective for improving listening skills from Kadota's (2007) theoretical point of view. Based on the theory and six steps of shadowing by Kadota and Tamai (2004), we present a classroom activity of shadowing for high school students using the movie *Charlie and the Chocolate Factory*. We also introduce the result of questionnaires collected from the students after the shadowing activity. The findings showed the shadowing practice using the movie and cooperative work produced a positive attitude among the students. Next we discuss how pair or group work activities using shadowing reduce student anxiety (socio-affective listening strategies), whether shadowing can help students become aware of prosodic features (meta-cognitive listening strategies), and how to make shadowing more effective.

シャドーイングとは読み手より一、二語遅れて、声を出して、聞こえてくる音声を影のように追いかけるという練習法であるが、近年リスニングだけでなく、スピーキングやリーディングにも効果的であることがわかってきた。この論文では、第一部でシャドーイングの有効性を論じると共に角田の理論（2007）からその有効性を科学的に裏付けする。第二部では、映画「チャーリーとチョコレート工場」を使用し、シャドーイングの効果的な六段階の練習法（2004角田と玉井）を用いて、実際に高校生が行ったシャドーイングの練習を紹介する。最後の第三部において、シャドーイングの効果的な導入について考察すると共に、高校生に行ったシャドーイングのアンケート結果を分析する。その結果明らかになったのは、シャドーイングに対する生徒の高い評価と、社会的情意（socio-affective）を考慮して採用したペアワークやグループワークが生徒から緊張を取り除いた事と、アクティビティを通して学生達が英語のプロソディックの特徴を理解するようになったということある。

With the globalization of English, the acquisition of English for practical use has become more important. In response to this trend, in 2003, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT, 2003) revised the *Course of Study for Foreign Languages* and addressed the importance of communicative abilities. Reflecting the revision, a listening comprehension section was added to the nation-wide test for entry into public and private universities in Japan, the National Center Test, in 2006. Since the inclusion of the listening section, accounting for 20% of the overall score, high school teachers have taken urgent measures to teach listening. Taking these circumstances into consideration, the shadowing technique has become a way forward to improving listening skills in Japan.

In this study, the researchers explain the theory behind and technique of shadowing and show how shadowing practice was implemented in the classroom using a movie. The re-

searchers elaborate on the use and effectiveness of the shadowing activity based on student questionnaires and feedback.

Shadowing: What is it and how effective is it?

According to Tamai (cited in Kadota, 2007), "Shadowing is an act or a task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the incoming information" (p. 13). Recently in Japan, shadowing has begun to attract a lot of teacher and student attention as an innovative means for listening practice. Shadowing can be effective because it focuses listeners' attention on the prosodic features of speech such as intonation, rhythm, and stress. It is effective because it improves listening ability, ability to repeat information, and reading speed at the same time (Kadota, 2007). Other researchers have also shown the effectiveness of shadowing. For example, in Tamai's (2005) research, the experimental group who practiced shadowing for 50 minutes 13 times made greater progress in listening, repeating, and reading than the control group which had dictation practice instead of shadowing. In other research by Mochizuki (2004), 58 junior high school students who practiced shadowing for 20 minutes 13 times achieved improved test results. As the results of the research indicate, it can be expected that shadowing will be effective for developing listening comprehension.

Kadota's theory

Kadota (2007) explains shadowing from a scientific point of view. According to Kadota, when we hear a language, we understand it through two stages: the perception stage and the comprehension stage. First, in the perception stage, we distinguish the voice entering our ears. In this perception stage, we perceive the sound. Then almost at the same time, in the comprehension stage, we process the sound using five types of processing: lexical, syntactic, semantic, contextual, and schematic. Each process is explained as follows:

1. Lexical processing

Identifying the words and phrases that you once memorized from the sound that you hear. In other words, you look the word up in your mental dictionary.

2. Syntactic processing

Grasping the grammatical structure from the word order or elements of the sentence.

3. Semantic processing

Recognizing the difference between a grammatically correct sentence which makes sense and one which does not.

4. Contextual processing

Understanding the meaning of a sentence from the context.

5. Schematic processing

Inferring the context using background information, such as common sense and knowledge of a particular field.

In our first language, we understand meaning by using those types of processing as soon as we hear the sound because the comprehension stage is automatized. However, in second language learning, before perception becomes perfect, we have to rely on these five types of processing much more in the comprehension stage than in our first language. And if we spend too much time and attention on them, it is difficult to improve listening ability. However, shadowing can keep the perception switch always on and make the comprehension stage automatic (Segalowitz, 2005), which is similar to the process in the first language.

Shadowing with *Charlie and the Chocolate Factory*

Listening strategies and shadowing

In shadowing activities, because students have to follow and repeat what they hear like a shadow, it is expected that they will get used to the speed. Also, a shadowing activity using a movie can be helpful for students to acquire listening strategies, which are "any mental or behavioral devices that students use" (Rost, 2002, p. 111). According to Mendelsohn (1995), the major benefits of listening strategies are that students can learn how to listen more effectively, think about listening consciously, and improve listening comprehension. Flowerdew and Miller (2005) categorized listening strategies into three types: Cognitive strategies, which are the processes learners use to acquire the language; socio-affective strategies, which are the ways in which learners use others to enhance their learning and encourage themselves to continue learning; and meta-cognitive strategies, which are the ways learners organize, monitor, and evaluate their learning.

Of these three strategy types, we will focus on socio-affective and meta-cognitive strategies for this shadowing activity using the movie. In terms of socio-affective strategies, pair work using a movie during shadowing can lower students' anxiety level because it takes the focus off the students and places it on the movie. Also, the use of a movie for shadowing can help students be aware of prosodic features in terms of meta-cognitive strategies. One way to evaluate what learning strategies learners are adopting is through questionnaires (O'Malley & Chamot, 1990), thus after the shadowing activity students answered a questionnaire, to give them an opportunity to organize, monitor, and evaluate their listening and speaking, making the questionnaire helpful in terms of meta-cognitive strategies.

Charlie and the Chocolate Factory in the instruction of shadowing

It is common for high school teachers to use English textbooks for shadowing in class because there are not many other materials available. However, one advantage of shadowing is that any audio can be used as material. However, in Ishikawa's (2009) previous research, in a questionnaire after a shadowing exercise, some students answered that they wanted to use other materials such as movies instead of English textbooks. The use of movies instead of textbooks may deepen the students' involvement in shadowing activities as they may be more interested in movies. When we choose movies for a shadowing activity, we have to choose those which can engage students. Thus, for this study, we chose *Charlie and the Chocolate Factory* because we thought the high school students would be familiar with the movie and the content would be interesting to them. We chose the last scene where the main characters are talking because the conversation is relatively easy to understand and natural. Also the content of the conversation is moving, so it can be expected that students will be absorbed in the movie and enjoy the shadowing by identifying themselves with the characters.

Activity Process

For the activity using this movie to be successful, effective introduction of shadowing was essential. This section outlines the six steps used to introduce this shadowing activity as adapted from Kadota and Tamai (2004).

Step 1: Listening

Students watch a part of the movie and listen to the conversation without subtitles. They guess the context of the conversation, such as who the participants are, where this conversation is taking place, and what is happening.

Step 2: Dictation

Students watch the movie again and fill in blanks on a handout (Appendix 1).

Step 3: Synchronized reading and understanding meaning

Students watch the movie and do synchronized reading with the script. This is also called parallel reading or shadowing with text. Students are to read the script aloud as soon as they hear the words. At this stage, students can have some time to look at the Japanese translation so that they can understand and confirm the meaning after shadowing. Some explanation of words, phrases, grammar, and schemata from the teacher can be given.

Step 4: Prosodic shadowing

Students shadow while paying attention to the prosodic features. After shadowing individually, students do a role play while shadowing. For this activity, one scene will be chosen where two main characters, Charlie and Mr. Wonka, are talking. The students decide which role they will play and shadow the part they choose. Students are expected to recreate the sound as exactly as possible without the script while watching the movie

Step 5: Checking weak points

This time, students shadow with the script while watching the movie, checking and correcting difficult pronunciation so as to shadow with confidence.

Step 6: Content shadowing:

This is the last and important stage for this shadowing activity. As a wrap up activity, after understanding the meaning, students do the role play and shadow without looking at the script until they can shadow smoothly.

Method

Participants

The participants numbered 41 (male 20, female 21) third year high school students in two classes. These classes were taught by both a native speaking English teacher and a Japanese teacher of English. The students' English proficiency levels were examined via questionnaires to determine the grade of the EIKEN test students had reached. The Society for Testing English Proficiency (STEP) administers the EIKEN test (also known as the STEP test), one of Japan's most widely taken language tests, which is endorsed by MEXT. Grade 1 is the top, and MEXT designates Grade 2 and Pre-2 as benchmarks for high school graduates, and Grade 3 as a benchmark for junior high graduates. Of the 41 students in this study, 37 held EIKEN qualifications: one held EIKEN grade 1, four EIKEN grade 2, seventeen EIKEN pre-second grade, thirteen EIKEN grade 3, and two EIKEN grade 4, with four students having not passed any grades of the EIKEN test.

Procedure

The study was conducted in the Oral Communication II (OCII) class, which consists of three 50-minute classes per week. The study included three classes in total. The six steps (listening, dictating, synchronized reading and understanding meaning, prosodic shadowing, checking weak points, and content shadowing) as outlined by Kadota and Tamai (2004) were introduced in the shadowing exercise. Moreover, meta-cognitive strategies outlined by Vandergrift (1996) were introduced, such as planning, monitoring, and evaluating. In the pre-stage of the first step, the teacher explained the outline of the movie so as to help the students grasp the content of a selected scene where two characters, Mr. Wonka and Charlie, were talking. In the first step, students watched the movie and listened to the

conversation without the subtitles in order to grasp the context of the scene, then comprehension questions were asked to help students clarify and confirm their comprehension. In the second step they filled in the blanks on a worksheet (Appendix 1) while listening to the conversation. In the third step the native English teacher read the script and the Japanese teacher of English gave instructions regarding grammar, words, and schema in L1 and had students check understanding through the Japanese translation (Appendix 2). After students understood the story, they did synchronized reading with the script. In the fourth step, the teachers told students to pay attention to prosodic features while shadowing. Students shadowed individually but each sentence was paused when they shadowed because they could not catch up with the movie characters' natural speed. Then, with a partner, students chose either role and shadowed their roles with emotion. In the fifth step, when checked, the teachers found that students could not catch up with the speed of the movie nor could they say the difficult words. Thus the teacher had students practice those weak points many times until they had confidence in shadowing. In the final step, students were supposed to shadow without looking at the script; however, they shadowed with the scripts because they seemed anxious about shadowing without a text. After the final stage, questionnaires (Appendix 3) were given to students to evaluate their performance to judge how well they did or note problems they had. Students were also asked to write comments about shadowing.

Results

The questionnaire consisted of eight questions (Appendix 3). The first question asked students whether they had any prior knowledge about shadowing. Eighty-five percent said they knew what shadowing was. The second question asked about their experience of shadowing. Ninety-three percent had done it before because the Japanese teacher of English had them shadow a sitcom in the classroom. Thus shadowing was not a new concept to the students.

Referring to meta-cognitive strategies, the third question asked what points they were aware of while shadowing. The highest awareness was rhythm (61%). The second was pronunciation (44%). Accent and intonation were the third (11%, 12% respectively). Stress was the lowest (10%). It is no wonder that rhythm was the highest percentage since the speech rhythm between Japanese and English are different, as English is a stress-timed language while Japanese is mora-timed. Therefore, awareness of rhythm indicates students recognized English rhythm is different from Japanese.

The fourth question asked about their evaluation of their own shadowing. Forty-one percent replied they did well while 59% answered that they had trouble. The seventh question asked what the students thought about the shadowing exercise using the movie. Thirty-eight percent reported it was fun while 48% reported it was difficult. Considering all the findings together, some students who did well enjoyed shadowing, while others who had trouble felt it was difficult.

The fifth question was, "What kind of skill is developed by shadowing?" About 90% replied shadowing was beneficial for listening and speaking. According to Kadota (2007), speaking processing consists of two stages. The first stage is called *a planning stage* where a speaker is going to build semantic contents and download them into the language production system. The second stage is called *an execution stage* where a speaker speaks based on the phonetic representation using one's pharynges, tongue, and lips. Therefore, shadowing is highly related to the second stage where pharynges, tongue, and lips function. Thus shadowing develops speaking skills because listeners repeat fluent speech right after hearing it. Also in the same question, 36% said shadowing was beneficial for reading. Kadota (2007)

mentioned that listening and reading are considered to be common mental process in terms of comprehension, involving lexical, syntactic, semantic, contextual, and schematic processing. Thus shadowing may enhance reading skills in addition to listening skills.

The sixth question asked how often students wanted to practice shadowing. Eighty-eight percent replied they wanted to try it at least once a week even though 48 % felt it was difficult.

The last question, the eighth question, asked about which materials students preferred. Seventy percent noted movies as their preferred shadowing material.

Next feedback from the students is presented according to meta-cognitive and socio-affective strategies. First, students' comments regarding meta-cognitive strategies are:

- Student A: *It was hard to follow the rhythm while shadowing.*
- Student B: *It was difficult to pronounce but it was helpful.*
- Student C: *It is good practice to improve pronunciation.*
- Student D: *I think it is a good oral exercise.*
- Student E: *I could improve my listening skill.*

These comments showed the students monitored their practice while shadowing and evaluated their performance themselves. They also appear to have paid attention to prosodic features.

Second, comments based socio-affective strategies include:

- Student F: *I know this movie, so it was fun for me.*
- Student G: *I have watched this movie, so I enjoyed shadowing.*
- Student H: *When each sentence was paused, I was able to shadow, and I relaxed to do it.*
- Student I: *I shadowed without anxiety.*
- Student J: *It was fun to memorize the lines of the movie.*
- Student K: *I want to try harder next time.*

Judging from the findings, it is very likely that movies used for shadowing exercises are a good match for the students because they found this exercise enjoyable. In addition, this practice helped to reduce their anxiety or stress through working cooperatively.

Discussion

As outlined previously, the shadowing practice was carried out following Kadota and Tamai's (2004) six steps and it was successful in terms of students' positively responding to the activity in their questionnaire responses.

To make shadowing more effective, teachers may need to tell students to focus only on prosodic features even if they do not understand the meaning at first, as comprehension will eventually follow as part of the six stages of the shadowing activity. In more typical repetition exercises, students speak one sentence at a time, causing their English to follow Japanese intonation and rhythm. Shadowing was introduced to compensate for the disadvantages of repetition exercises in which prosodic features are apt to be neglected. In this study, students were able to pay attention to prosodic features while shadowing. Moreover, about 60 % of the students indicated they became aware of the difference of rhythm between Japanese and English. Since authentic materials, such as movies, may help them to recognize English's stress-timed characteristics, shadowing using movies can be a quite powerful pedagogic tool.

Second, as the speed of the speech was fast for students, over half reported difficulties in shadowing. To solve this it might be better to use materials with relatively slower speeds of speech to reduce student anxiety and help them gain confidence. In this study, however, in spite of the difficulties in shadowing, over

80% reported a willingness to do the activity again. Thus role-play shadowing with movies may be enjoyable and enhance student motivation. In class the teacher observed students got into roles during the activity. One of the students reported that memorizing the lines of the movie was fun. Thus students can be interested in shadowing practice if teachers choose movies the students enjoy.

Third, shadowing is regarded as a basic training, so it has a monotonous aspect as most basic training does. Nevertheless, in this study, students reported that shadowing was beneficial for both their listening and speaking skills. Furthermore, in the classroom, shadowing can be introduced using any materials through the six steps used here (Kadota & Tamai, 2004). Using movies for shadowing is a good choice, but any materials such as sitcoms and the news can be good resources so far as they are attractive for learners. Moreover, shadowing could be introduced to various levels of learners from beginner to advanced or from young learners to adults.

Finally, teachers are advised to introduce shadowing to help students acquire English prosodic features so they can speak English with confidence and improve their listening comprehension. It also matches *the Course of Studies for foreign languages* by MEXT (2003), which has shifted its focus to the more practical side of English from the traditional grammar translation method.

Conclusion

Teaching listening has become a crucial issue at senior high schools since the inclusion of the listening comprehension section of the National Center Test in 2006. In this paper, the researchers introduced how they implemented shadowing in the classroom using the movie *Charlie and the Chocolate Factory.* This study analyzed student questionnaire responses in terms of meta-cognitive and socio-affective listening strategies. The results showed students paid attention to prosodic features while shadowing and could self-evaluate their performances. Moreover, Kadota (2007) scientifically demonstrates that shadowing can be a vital method of improving not only listening skills but also speaking and reading skills. In addition, there is a possibility shadowing may help motivate learners. Finally, using a movie for shadowing and cooperative can result in a positive learning experience.

Shadowing has become an attractive way to enhance listening skills. However, researchers argue that shadowing may also be effective for speaking and reading. Shadowing should be discussed more so that it can become an essential way to improve listening, speaking, and reading skills. Further research into effective applications of shadowing should be pursued.

Bio data

Yukie Saito has been working for Kansaigaikokugo University since 2009. She lives in Osaka and has been interested in pragmatics, particularly its application into practice and second language listening.

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Appendix 1

**Listen to the conversation and fill in the blanks.*

Mr. Wonka: *Look at me.*
I had no ( ) and I'm a giant success.
Charlie *:* *So if I go with you to the factory,*
I ( ) ever see my family again?
Mr. Wonka: *Yeah. ( ) that a bonus.*
Charlie: *Then I'm not going. I wouldn't ( ) ( )*
my family for anything. Not for all the choco late in the world.
Mr. Wonka: *Oh I see. That's ( ).*
There's other candy too besides chocolate.
Charlie: *I'm sorry, Mr. Wonka. I'm ( ) here.*
Mr. Wonka: *Well, that's just…( )…and weird.*
But I suppose, in that case, I'll just… Goodbye, then.
Sure you won't ( ) your mind?
Charlie: *I'm sure.*
Mr. Wonka: *Okay, bye.*

Appendix 2

Read and understand the dialogue

Wonka: Look at me. I had no **family**, and I'm a giant success.
僕をごらんよ。家族を持たずに来て大成功した。
Charlie: So if I go with you to the factory, I **won't** ever see my family again?

じゃあもしあなたと工場に行ったらもう二度と家族に会えないの?

Wonka: Yeah. **Consider** that a bonus.
会えないよ。嬉しいことだよね。

Charlie: Then I'm not going. I wouldn't **give up** my family for anything.
だったら行かない。何を貰ったって家族は捨てない。
Not for all the chocolate in the world.
たとえ世界中のチョコでも。

Wonka: Oh, I see. That's **weird**. There's other candy, too besides chocolate.
そうなんだ。すごい不思議。チョコ以外のお菓子もあるんだけど。

Charlie: I'm sorry, Mr.Wonka. I'm **staying** here.
せっかくのお誘いだけど、僕は残るよ。

Wonka: Wow, that's just… **unexpected**… and weird.
わお、こんなこと予想してなかった。変だよ。
But I suppose, in that case, I'll just…Goodbye, then.
でも、それなら、仕方がない、さようなら。
Sure you won't **change** your mind?
本当に気が変わったりしない?

Charlie: I'm sure.
しないよ。

Wonka: Okay, bye.
じゃあね。

Appendix 3

アンケート

1. あなたの性別をお答えください。

□ 男　　□ 女

2. 英検の級を教えてください。

□5級　□4級　□3級　□準2級
□2級　□準1級　□1級　□なし

3. 英語圏で住んだことがある人のみお答えください。

□国名・・・・・(　　)
□何歳のとき・・(　　)
□何年間・・・・(　　)

4. レッスン についての意見をきかせてください。

1. Shadowingとは何か知っていましたか?
□ はい
□ いいえ

2. Shadowingをやったことがありますか?
□ はい
□ 今回初めて

3.今回のレッスンでどこに気をつけてShadowing しましたか? (複数回答可)
□ リズム
□ ストレス
□ アクセント
□ イントネーション
□ 発音

4. Shadowingに対して、自分の評価は?
□ とてもよくできた
□ よくできた
□ あまりできなかった
□ まったくできなかった

5. Shadowingは何に効果があると思いますか?
(複数回答可)

- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing

6. Shadowingを授業で定期的にやりたいか?

やるとすればどのくらいの頻度ですか?

- ☐ 毎回のレッスン
- ☐ 週２～３回
- ☐ 週1回
- ☐ やりたくない

7.映画でShadowingはどうでしたか?

- ☐ 楽しかった
- ☐ むずかしかった
- ☐ わからない

8. どんな素材でShadowingしたいですか?

- ☐ 映画
- ☐ 学校の教科書
- ☐ ＴＶドラマ
- ☐ 日常会話

Shadowingのよかった点、改善点、自分の評価なんでもお書きください。今後のレッスンの参考にさせていただきます。

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ご協力ありがとうございました!