

Shadowing as a language teaching technique: a case study

KARINA DUPÁK

Department of English Language Teacher Education and Applied Linguistics, Faculty of Arts, University of Szeged

dupak.karina@gmail.com

ÁGNES T. BALLA

Department of English Language Teacher Education and Applied Linguistics, Faculty of Arts, University of Szeged

tba@ieas-szeged.hu

Shadowing has been researched and used for more than two decades now, and although its working mechanisms are not yet fully understood, it has been demonstrated to improve several aspects of second language fluency, pronunciation, as well as listening skills. At the same time, there are fewer studies on how the participants themselves experience the shadowing process and what their perceptions are about how it influences their language development. In the present study, two participants practiced shadowing monologues over the course of four and five months respectively, during which period they were asked to provide constant and detailed feedback on their overall impression on progress, difficulties and successful practices in order for the authors to gain insight into how the learners perceive the whole process. To measure any changes in their fluency, they were asked to provide two speech samples at the beginning and at the end of the data collection period. The analysis of their feedback, progress and evaluation suggested that participants enjoyed the activity and experienced its beneficial effects on their fluency, pronunciation, and listening skills.

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