

Student Perceptions of Elicited Imitation and Shadowing for Improving L2 Speaking Skills

L2スピーキングスキル向上のための模倣とシャドーイングに関する学生の認識

CVITKOVIC, Robert

This study explored Japanese EFL students' perceptions of using elicited imitation (EI) and shadowing techniques to improve English speaking proficiency. 102 first- and second-year university participants completed EI and shadowing exercises targeting grammar and daily conversations over 6 class periods. They then responded to a 11-item survey assessing their enjoyment, perceived improvement, preferences, and open-ended feedback. Qualitative coding of comments revealed 45% felt the activities benefited speaking skills including pronunciation, fluency, grammar, and listening. 22% found the activities fun and engaging. Quantitatively, over 60% reported the techniques helped their speaking ability, and 70% would recommend them to peers. However, 12% did note difficulty, indicating the need to consider student proficiency level and challenges. Overall, results showcase the promise of EI and shadowing for motivating students and developing oral skills when applied thoughtfully. This contributes to growing evidence that students hold positive perceptions of interactive EI and shadowing for strengthening engagement and improving critical L2 speaking proficiency. Further research can continue investigating optimal implementation to maximize language gains.

Keywords: Elicited imitation, shadowing, speaking skills, student

perceptions, Japanese EFL learners

この研究では、英語の話す能力を向上させるために、模倣発話 (EI) とシャドーイングのテクニックを使用することについての日本人 EFL 学生の認識を調査した。大学 1、2 年生 102 名を対象に、6 時限にわたって文法と日常会話を対象とした EI とシャドーイングの演習を行った。その後、11 項目のアンケートを行い、楽しさ、上達の実感、好み、自由形式のフィードバックなどの形式にて評価した。コメントを定性的に分析した結果、45%が発音、流暢さ、文法、リスニングを含むスピーキングスキルに効果があったと感じた。また、22%がアクティビティが楽しく、魅力的であると感じた。定量的には、60%以上がこのテクニックがスピーキング能力の向上に役立ったと回答し、70%が同僚に勧めたいと回答した。しかし、回答者のうち 12%はアクティビティの困難さを指摘し、生徒の習熟度や課題について考慮する必要性を示した。全体として、この結果は、EI とシャドーイングが、計画的に適応された場合には、生徒のやる気を引き出し、発話能力を伸ばすのに有効であることを示している。このことは、生徒が対話型 EI とシャドーイングを、学習意欲の強化と重要な L2 スピーキング能力の向上に役立つと肯定的に受け止めていることを示す証拠となる。さらなる研究により、言語習得を最大化するための最適な実施方法について調査を続けることができる。

Introduction

Elicited Imitation and Shadowing are two prominent techniques employed in the field of English as a Foreign Language (EFL) and Second Language Acquisition (SLA). These techniques are used to enhance learners' language

proficiency and fluency, each focusing on different aspects of language learning.

Elicited imitation

Elicited Imitation (EI) is a technique where learners are asked to repeat or imitate a sentence or phrase that they have just heard, and has long been established as a methodology that enables language practitioners to assess learners' language proficiency and comprehension skills (Bley-Vroman & Chaudron, 1994). This method is based on the assumption that learners can only successfully imitate language input that they have internalized and understood. Typically, it involves the learner hearing a sentence or phrase and subsequently being asked to repeat or mimic it. Central to this technique's efficacy is the theory that successful imitation is contingent upon the learners' ability to internalize and comprehend the presented language input (Erlam, 2006). EI has been used as a measure of implicit language knowledge, as it requires learners to process and reproduce language quickly, in real time, without conscious thought. It is thus posited that EI can offer a robust gauge of implicit language knowledge, as it necessitates learners to swiftly process and reproduce language, precluding the opportunity for conscious deliberation (Bowles, 2011).

Expanding the application of EI, researchers have utilized this method as a tool to study second language acquisition. For instance, Bygate (2001) investigated the link between EI and the development of fluency in a second language. His findings suggested that through repeated practice, learners can increase the fluency of their second language output by harnessing EI techniques. Similarly, EI has been instrumental in studies focused on understanding syntactic development in SLA. Through using EI, researchers can assess the extent to which learners can replicate complex syntactic

structures, thereby providing insights into their syntactic development (Mackey & Philp, 1998).

Despite its extensive utility, EI also faces some criticism. Critics argue that the extent to which successful imitation reflects understanding and internalization of language is not wholly clear (Ortega, 2009). Moreover, some studies have noted that EI might not always accurately reflect the depth of a learner's linguistic competence (Foster, Tonkyn, & Wigglesworth, 2000). Despite these criticisms, however, the use of EI remains a popular and valuable technique within the field of applied linguistics, furthering our understanding of the complexities of language learning.

EI appears to be a pattern practice grammar exercise from the 1960s (Larsen-Freeman, 2009), a time when behaviorist psychology and audiolingualism were thriving. It is essential to remember that the theory underlying EI is profoundly distinct from behaviourism in that focused attention generated by conscious reflection and social interaction is believed to be the primary driver of second language acquisition. In addition, it is essential to recognize that the empirical research supporting EI as a measure of L2 learning is extensive and dates back several decades. Unlike pattern practice drills, EI, if properly designed and implemented, can convey communicative meaning for the learner, making it an effective tool for grammar teachers.

EI as reconstructive rather than rote memorization

Elicited imitation tasks represent a reconstructive approach to assessing implicit language knowledge, contrasting sharply with methods reliant on rote memorization. Sachs (1967) emphasized that EI tasks necessitate learners to process, comprehend, and reconstruct the inherent structure of presented sentences, a requirement that transcends the superficiality of rote

repetition, where understanding of the linguistic form is not essential.

The reconstructive characteristic of EI tasks manifests in the requirement for learners to prioritize comprehension of the utterance's meaning before repetition. This approach diminishes the propensity for participants to concentrate solely on linguistic form or to access explicit language knowledge (Erlam, 2006). Such design underscores the significance of spontaneous correction of incorrect sentences, serving as a potent indicator of the constraints imposed by participants' internal grammar. Consequently, this positions EI as a reconstructive tool rather than a mere gauge of rote repetition.

Further support for the reconstructive essence of EI tasks can be discerned in the design of the task itself. According to Jessop, Suzuki & Tomita (2007), a reconstructive EI task obliges specific attention to linguistic form, focus, and consideration of time intervals between repetitions. These intricacies render the task more sophisticated compared to simple rote repetition. The insistence that an EI task be reconstructive to be considered a valid instrument for implicit language knowledge assessment further distinguishes it from mere rote learning (Lei & Yan, 2022).

In summation, EI tasks are inherently reconstructive, necessitating an intricate understanding of language structure and semantics rather than mere rote repetition. This distinction, underlined by various empirical studies and theoretical frameworks underscores the importance of EI tasks as perceptive tools for evaluating implicit language knowledge.

Shadowing, on the other hand, is a technique where learners listen to a sentence or passage and simultaneously repeat what they hear (Murphey,

2001). This technique is thought to improve learners' listening comprehension, pronunciation, and fluency (Kadota, 2019). Unlike EI, shadowing does not necessarily require learners to understand the language input fully; instead, it focuses on the immediate reproduction of language, often at a fast pace (Lambert & Tsuchiya, 2017).

Shadowing

Shadowing is an alternative technique that compels language learners to listen to a sentence or passage and instantaneously repeat what they perceive (Murphey, 2001). The underlying concept of shadowing is the reinforcement of learners' listening comprehension, pronunciation, and fluency through the continuous and immediate repetition of linguistic elements (Hamada, 2014a). Contrary to the premises of Elicited Imitation, shadowing does not mandate a comprehensive understanding of the language input. Rather, the primary focus resides in the instant reproduction of language, frequently executed rapidly (Lambert & Tsuchiya, 2017).

The practice of shadowing has been perceived as a productive way of fostering language proficiency, with several studies demonstrating its effectiveness. For example, a study by Lambert and Kormos (2014) demonstrated that shadowing exercises significantly improved participants' pronunciation accuracy and fluency in a second language. Moreover, they found that the positive effects of shadowing were maintained over time, indicating that this technique is a valuable tool for language learners. From a pedagogical perspective, shadowing has been integrated into the curriculum of several second language teaching programs. Ishida (2008) described the implementation of shadowing in Japanese second-language courses and found it effective in improving students' listening comprehension and speech fluency.

While shadowing has been recognized for its merits, it is important to note its limitations. The most evident limitation is that it may not significantly contribute to the development of grammatical competence (Hamada, 2014a). This is due to the fact that shadowing primarily emphasizes sound-form mapping and immediate output, but does not necessitate the processing of syntactic structures or the understanding of semantic content (Tanaka & Watanabe, 2017).

Furthermore, it has been suggested that the benefits of shadowing may be more prominent in some languages than others due to phonetic and phonological differences (Guion, Flege, Akahane-Yamada, & Pruitt, 2000). Thus, while shadowing is a valuable tool in language acquisition, its effectiveness may be contingent upon the specificities of the target language. In the context of pronunciation improvement, Japanese researchers, such as Mochizuki and Kiritani (1991), have discovered that shadowing has a significant impact on intonation and rhythm patterns. Their research identified that shadowing led to increased pronunciation accuracy by improving learners' mimicry of prosodic features of the target language. Interestingly, shadowing has also been incorporated in the context of language testing. In a study by Tamai (1997), the author proposed a shadowing-based test to measure learners' oral proficiency, emphasizing that the effectiveness of such a test lies in its demand for both listening comprehension and speech production.

Classroom shadowing practice, especially in the context of Japanese ESL learners, has been elaborated on by researchers such as Hamada (2012). Hamada's work elucidates the correlation between shadowing and improved listening skills. His investigations underscore the idea that shadowing fosters learners' bottom-up processing skills, which are indispensable for

recognizing and deciphering the acoustic signals of a foreign language. Hamada's studies are supported by the work of other Japanese researchers, such as Ishida (2008) and Kadota (2019). Ishida has argued that shadowing promotes speech fluency and listening comprehension, especially when learning English as a second language. Kadota, in a similar vein, claimed that shadowing has the potential to boost listening skills by training the brain to process and instantly reproduce language without the need for conscious comprehension.

Hamada's work suggests that shadowing as a technique can train learners to focus on the phonological and prosodic aspects of speech, thereby improving their ability to decode and understand spoken English. He also emphasized the role of shadowing in developing simultaneous listening and speaking skills, arguing that the concurrent nature of the shadowing task can accelerate the development of these fundamental language skills (Hamada, 2012).

In another study, Hamada (2014a) delved into the importance of the rate of speech in shadowing exercises. He found that when Japanese learners of English shadowed at a normal rate of speech, their listening comprehension improved significantly. This research underscored the importance of pace in the shadowing process, showing that shadowing exercises that closely mimic the speed of natural conversation can lead to better language acquisition outcomes.

Despite the promising implications of Hamada's studies, he cautions about the challenges that learners may face during shadowing. Particularly, he addresses the potential difficulties that learners might encounter when trying to shadow unfamiliar vocabulary or complex sentence structures. Thus, for shadowing to be effective, it should be supplemented with other language

learning activities that promote vocabulary acquisition and grammatical understanding.

However, it is crucial to note that shadowing, while generally beneficial, does not uniformly guarantee improvement across all facets of language learning. For instance, in terms of vocabulary acquisition, Murakami (2008) found that shadowing had little impact. Additionally, Shimomura (2012) pointed out that shadowing’s effectiveness might be restricted by factors such as the complexity and speed of the input, the learner’s proficiency level, and the phonetic and phonological differences between the learner’s first language and the target language.

In summary, both EI and shadowing have been found to be effective in improving various aspects of EFL learners’ proficiency. However, they target different language skills and cognitive processes. EI is more focused on the internalization and understanding of grammar, while shadowing emphasizes the immediate reproduction and fluency of language. Therefore, the choice between these two techniques should be based on the learners’ specific learning goals and needs.

Table 1. Shortcomings of EI and shadowing techniques

Elicited Imitation Shortcomings	Shadowing Shortcomings
Limited focus on meaning and communication	May not address grammatical accuracy and vocabulary development
Potential difficulty in designing and grading EI tasks	Insufficient emphasis on comprehension and understanding
Time-consuming to assess and provide feedback	Overemphasis on mimicry may hinder personal speaking style
May not be suitable for all proficiency levels or language features	Can be challenging for beginners due to the fast pace of repetition
Less engaging and interactive compared to communicative activities	Limited opportunities for creative language use and expression

Table 2. Benefits of EI and shadowing techniques

Elicited Imitation Benefits	Shadowing Benefits
Assesses and trains language proficiency	Improves pronunciation
Measures and trains implicit knowledge of linguistic structures	Enhances listening comprehension
Highlights areas of improvement in grammar, vocabulary, and pronunciation	Increases speaking fluency
Provides insights into learners' understanding of specific linguistic features	Develops better rhythm, intonation, and stress patterns
Can track language development over time	Encourages focus on the sound and flow of the language rather than individual words and phrases

Method

Design characteristics of EI and Shadowing tasks

Five characteristics were considered when designing the tasks for effective classroom instruction: 1) prompt length, 2) frequency of repetition, 3) comprehension response, 4) domain knowledge, and 5) structure location.

1. Prompt length and number of prompts

EI and shadowing tasks are generally comprised of a series of 20 to 75 sentences containing target structures, with the length of the prompt varying from six to eighteen words depending on the proficiency level. However, to maintain student interest and prevent fatigue in the classroom, the prescribed number of prompts for each task was limited to less than 32. The duration of a sentence was determined by the proficiency level and target structure to be acquired by the learner. For lower to intermediate level classes, phrases rather than complete sentences were sometimes used as prompts.

2. Frequency of repetition

The repetition rate of the tasks depends on its instructional objectives. For testing tasks, repetition could be limited to one iteration, whereas for practice and learning tasks, three to four repetitions may be required with time allotted for companion intervention. There are two categories of intervention: dialogue between the interlocutor and the learner and a script with limited feedback. Pair work EI tasks necessitate a response based on comprehension to prevent students from relying solely on their short-term memory.

3. Comprehension response

First-person truth-based inquiries and time delays are two solutions to address the issue of comprehension response. However, these methods can be challenging to implement in the classroom because students working in partners may disregard the protocol or neglect to indicate true or false. Training students to follow the protocol and physically relocate external cue reminders can assist them in effectively following the protocol and completing the task. This method was used.

4. Domain knowledge

Instructors cannot always presume that students are familiar with the information in the prompts, particularly when the topics are specific to a domain. To circumvent this issue, tasks incorporated information from a text that had been assigned to learners in advance. Thus, the endeavour becomes integrative and requires skills in reading, hearing, and speaking.

5. Structure location

Prompts with target grammar at the beginning of a phrase increased learners' accuracy by depending on short-term memory, according to Bly-Vroman and Chaudron (1994). They also placed structures in the middle of the query,

although not all grammatical structures are appropriate for placement in the middle or end. Some constructions, such as adverbial conjunctions, appositives, or relative clauses, might require to be inserted at the start. However, it is not necessary to prioritize middle or end placement in certain tasks because the primary purpose is for learners to pay attention to the grammar. There was a mixed placement of target structures, but the majority of target grammar appeared at the beginning of the prompts.

Participants

A survey administered to 102 first- and second-year English students, who provided feedback on the use of specially designed elicited imitation and shadowing materials. The materials were used for 30 to 40 minutes in each of six class periods.

Learning Materials

EI materials

Elicited imitation (EI) learning materials consisted of a set of four sentences for each targeted grammatical structure. Within each set, the core grammatical pattern remained consistent, while the endings of the sentences varied to allow for contextual diversity. This repetition enabled students to focus on the grammatical form in question, reinforcing their understanding and retention of the structure. For example, in the set targeting the comparative form “harder than,” sentences like “She studies harder than her brother” and “She studies harder than her classmates” were used. Similarly, for practicing the phrase “What do you recommend?”, sentences such as “What do you recommend for dinner tonight?” and “What do you recommend for a healthy snack?” were included. See Figure 1.

EI Instructions

The learning process follows a “Listen, wait, speak” model. Initially, students listen to the audio recording of the sentences. After the audio stops, they are encouraged to speak out the sentences. During the first repetition, students are allowed to consult their textbooks for assistance. However, for the second and third repetitions, they are encouraged to attempt the exercise without looking at the text, fostering both recall and production skills.

Initially, they listened to an audio recording of the EI sentences. After the audio stopped, they were prompted to orally reproduce the sentences. During the first repetition, students were allowed to consult their textbooks. In subsequent rounds, they were encouraged to complete the task without looking at the text, thereby fostering both recall and production skills. A table was provided for students to record each attempt, allowing them to track their progress and identify areas for improvement. Students were encouraged to work at their own pace but were also urged to continuously strive for improvement. See Appendix B.

Figure 1. Sample EI sentences and instructions

Instructions

Listen, wait, speak. Start speaking after the audio stops.

The first time you may look at your textbook. The second and third times, try without looking.

Comparative: harder than

She studies harder than her brother.

She studies harder than her classmates.

She studies harder than her best friend.

She studies harder than anyone in her school.

Using "What do you recommend?"

What do you recommend for dinner tonight?

What do you recommend for lunch today?

What do you recommend for a healthy snack?

What do you recommend for a quick breakfast?

Shadowing Materials and Instructions

The shadowing materials also consisted of four short sentences targeting common grammatical structures and vocabulary. The audio recordings ranged from 30 seconds to 2 minute in length. Topics included daily life situations like introducing oneself, shopping, making requests, and describing habits.

Students were instructed to listen carefully to the full audio recording first without repeating. On the second listen, they were prompted to simultaneously repeat what they heard as closely as possible, mimicking the speed, rhythm, intonation and pronunciation of the speaker. If they missed part of the sentence, they were encouraged to continue shadowing the remainder rather than going back. See Figure 2.

The shadowing exercises were repeated at least three times for practice purposes. Students were provided the written transcripts but were discouraged from reading along during the task, as the goal was to improve listening and speaking automaticity. Their ability to keep pace with the original audio on repeated trials was seen as an indicator of improvement. Brief periods of teacher feedback and student reflection were incorporated between shadowing attempts.

Figure 2. Shadowing task sample

<p>photography</p> <p>I took photographs (while on vacation in a beautiful location).</p> <ol style="list-style-type: none">1. (for a friend's wedding).2. (as a gift for my partner).3. (to document an important event or milestone).4. (as a hobby or passion).	<p>ice cream</p> <p>I ate ice cream (with my favorite flavor).</p> <ol style="list-style-type: none">1. (in a waffle cone).2. (with toppings and sauces).3. (with creamy and smooth texture).4. (on a hot day).
<p>sculpture</p> <p>I created a sculpture (as a way to express my creativity).</p> <ol style="list-style-type: none">1. (for a school project or assignment).2. (to participate in an art show or	<p>leak</p> <p>I fixed the leak (in the kitchen sink).</p> <ol style="list-style-type: none">1. (in the bathroom faucet).2. (in the roof).3. (in the water heater).4. (in the irrigation system).

Coding responses from open-ended survey questions

In qualitative survey research, coding is the process of organizing and categorizing open-ended survey responses into themes and concepts. When students respond to a free response question, their answers can vary widely in content and focus. The researcher reviews all the responses to identify common ideas, feelings, opinions etc. that emerge across multiple responses. These become the codes - conceptual labels that describe a pattern observed in the data.

Results and Discussion

In the analysis of the student survey responses, several clear themes emerged from the coded comments in Table 3. The most prevalent sentiment expressed by students was that the elicited imitation and shadowing activities were beneficial for developing speaking skills. A total of 45% of responses indicated the activities helped build skills such as pronunciation, fluency, grammar, and listening comprehension. This aligns with the intended goals

of the elicited imitation and shadowing techniques. See Table 3.

Another major finding was that 22% of students reported finding the activities fun and enjoyable. This highlights the motivational benefits of incorporating these techniques into the language learning process. On the other hand, 12% did state they found the activities difficult. This is an important reminder that elicited imitation and shadowing may present challenges for some students, depending on factors like proficiency level.

Table 3. Coded results from the survey for Question 11: Write any comments about the Speaking Practice activity. (English or Japanese)

Coded comment	Count	%
I feel that it is beneficial for developing speaking skills	46	45%
Fun, enjoyable	22	22%
I felt that it was difficult	12	12%
I feel that it helps my listening	8	8%
I felt that the format was useful	8	8%
Don't think it is helpful	6	6%
Enjoyable with a partner	6	6%
Seeing the Japanese translation was beneficial	4	4%
I felt that I would be able to apply these skills outside of class	2	2%
Would like to continue/do more practice	2	2%
Boring	2	2%
Builds my confidence in speaking	2	2%

The quantitative Likert scale questions also provide insights. Almost 70% of students reported enjoying the activities either “very much” or “pretty much” in Figure 3 (Q1). In Figure 4 (Q7), over 68% felt the activities helped improve speaking ability. The preference for working with a partner is clear with approximately 60% of students choosing this format over working

alone. Over 75% of respondents reported that they preferred shorter sentences to longer ones, as seen in Figure 5 (Q8). Figure 6 clearly shows over 60% would recommend the activities to other learners. In addition, Figure 7 (Q10) shows that over 66% of these types of activities, namely, shadowing and EI are almost never done in other contexts.

Taken together, these survey results demonstrate an overall positive reception of the elicited imitation and shadowing techniques by students. The majority found the activities helpful for improving speaking skills in an engaging, collaborative manner. While challenges were noted by some, most students perceived benefits and recommended the activities. Incorporating elicited imitation and shadowing thoughtfully appears promising for enhancing student motivation and developing key language skills.

Figure 3. Q1. How much did you enjoy doing the Speaking Practice activity?



Figure 4. Q7. Do you feel the Speaking Practice activity can help you with your speaking ability?

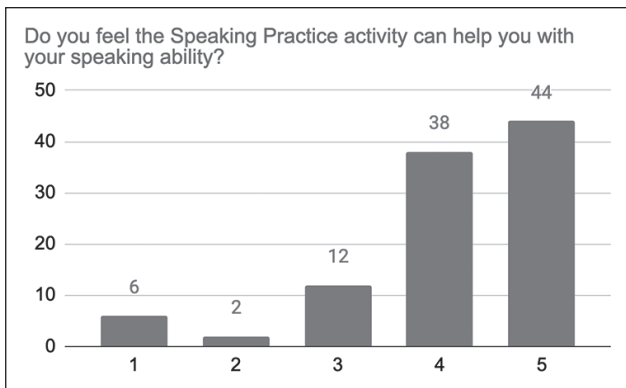


Figure 5. Q8. Do you prefer the shorter sentences or longer ones? 1 - shorter, 5 - longer

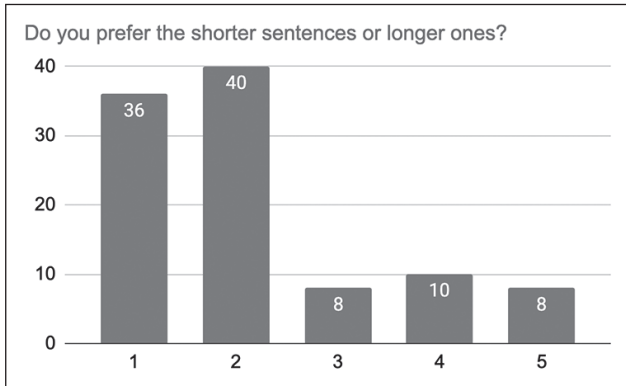


Figure 6. Q9. Would you recommend this type of activity to a friend who is learning English?

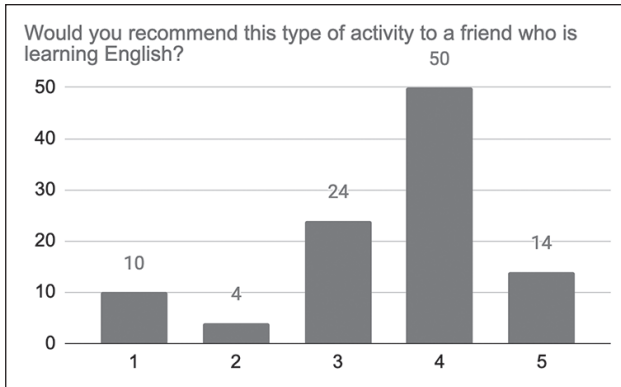
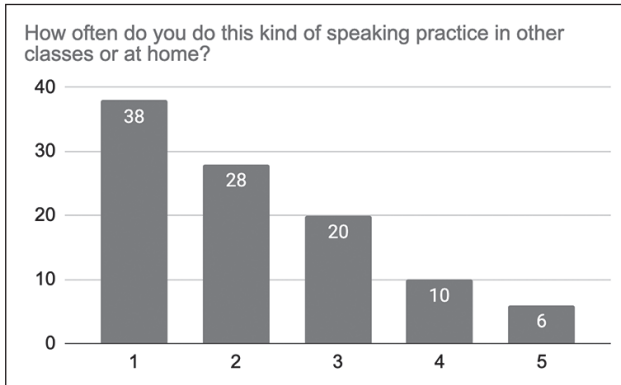


Figure 7. Q10. How often do you do this kind of speaking practice in other classes or at home?



Conclusion

This study offers several key conclusions about using elicited imitation (EI) and shadowing to enhance language acquisition. Firstly, EI promotes active cognitive engagement as students strive to comprehend and reconstruct

meaning and grammar, not just repeat phrases. This reconstructive process mitigates short-term memory limitations and helps internalize language structures. EI also adaptably assesses or develops linguistic skills. Secondly, shadowing hones real-time processing abilities critical for fluent listening and speaking. The simultaneous mimicry builds crucial automaticity. Pronunciation, prosody, and decoding skills improve through targeted repetition. While shadowing is limited in focused vocabulary and grammar practice, it remains a valuable complement to communicative instruction. In summary, both EI and shadowing meaningfully engage cognitive abilities needed for internalizing language. The survey results add to evidence that students perceive these techniques as helpful for improving motivation, accuracy, fluency, and skills. Thoughtfully incorporating EI and shadowing appears promising based on this study's findings. Their learner-centered, interactive nature warrants ongoing examination and application in second language pedagogy. Despite limitations, both approaches have considerable potential to aid students in developing well-rounded language proficiency.

References

- Bley-Vroman, R., & Chaudron, C. (1994). Elicited imitation as a measure of second-language competence. In E. E. Tarone, S. M. Gass, & A. D. Cohen (Eds.), *Research methodology in second-language acquisition* (pp. 245–261). Lawrence Erlbaum.
- Bowles, M. A. (2011). Measuring implicit and explicit linguistic knowledge: What can heritage language learners contribute? *Studies in Second Language Acquisition*, 33(2), 247–271.
- Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and*

- testing (pp. 23-48). Longman.
- Erlam, R. (2006). Elicited Imitation as a Measure of L2 Implicit Knowledge: An Empirical Validation Study. *Applied Linguistics*, 27(3), 464–491. <https://doi.org/10.1093/applin/aml001>
- Foster, P., Tonkyn, A., & Wigglesworth, G. (2000). Measuring spoken language: A unit for all reasons. In M. P. Breen (Ed.), *Interface collection* (Vol. 3, pp. 115-136). Cambridge University Press.
- Guion, S. G., Flege, J. E., Akahane-Yamada, R., & Pruitt, J. C. (2000). An investigation of current models of second language speech perception: The case of Japanese adults' perception of English consonants. *The Journal of the Acoustical Society of America*, 107(5), 2711–2724. <https://doi.org/10.1121/1.428657>
- Hamada, Y. (2012). An effective way to improve listening skills through shadowing. *Journal of Asia TEFL*, 9(1), 1-22.
- Hamada, Y. (2014a). Shadowing exercises for TOEFL iBT listening: Development of a shadowing training method. *Bulletin of Niigata University of International and Information Studies Department of International Studies*, 16, 1-13.
- Hamada, Y. (2014b). The effectiveness of pre- and post-shadowing in improving listening comprehension skills. *The Language Teacher*, 38(1), 3. <https://doi.org/10.37546/JALTTLT38.1-1>
- Ishida, M. (2008). Effectiveness of shadowing practice in foreign language learning. *Journal of Humanities and Social Sciences*, 6, 9-20.
- Jessop, L., Suzuki, W., & Tomita, Y. (2007). Elicited imitation in second language acquisition research. *The Canadian Modern Language Review*, 64(1), 215-238.
- Kadota, S. (2019). *Shadowing as a practice in second language acquisition: Connecting inputs and outputs*. Routledge.
- Lambert, C., & Kormos, J. (2014). Complexity, accuracy, and fluency in

- task-based L2 research: Toward more developmentally based measures of second language acquisition. *Applied Linguistics*, 35(5), 607–614. <https://doi.org/10.1093/applin/amt054>
- Lambert, C., & Tsuchiya, M. (2017). Shadowing for listening and speaking: Review of pilot studies. *The Language Teacher*, 41(4), 22-27.
- Larsen-Freeman, D. (2009). Adjusting expectations: The study of complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 579-589. <https://doi.org/10.1093/applin/amp043>
- Lei, Y., & Yan, X. (2022). An exploratory study of strategy use on elicited imitation tasks. *Frontiers in Psychology*, 13, Article 917168. <https://doi.org/10.3389/fpsyg.2022.917168>
- Mackey, A., & Philp, J. (1998). Conversational interaction and second language development: Recasts, responses, and red herrings? *The Modern Language Journal*, 82(3), 338–356.
- Mochizuki, M., & Kiritani, S. (1991). Perceptual learning in speech. *Journal of Phonetics*, 19(3), 281-292.
- Murakami, Y. (2008). The effects of shadowing on L2 vocabulary learning. *ARELE: Annual Review of English Language Education in Japan*, 19, 83-96.
- Murphey, T. (2001). Exploring conversational shadowing. *Language Teaching Research*, 5(3), 128-155. <https://doi.org/10.1177/136216880100500202>
- Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.
- Sachs, J.S. (1967). Recognition memory for syntactic and semantic aspects of connected discourse. *Perception & Psychophysics*, 2, 437–442. <https://doi.org/10.3758/BF03208784>
- Shimomura, T. (2012). The effects of speed and complexity of input on the development of listening comprehension: An empirical study with the

shadowing exercise. *Language Education & Technology*, 49, 1-21.

Tamai, K. (1997). A proposal of the shadowing method to measure the proficiency of spoken English. *Bulletin of Mukogawa Women's University*, 45, 79-88.

Tanaka, H., & Watanabe, Y. (2017). Shadowing's role in foreign language learning and its effectiveness. *The Journal of Asia TEFL*, 14(3), 509–515. <https://doi.org/10.18823/asiatefl.2017.14.3.9.509>

Appendix A: Survey Questions

The following questions are for the Speaking Practice activity.

1. How much did you enjoy doing the Speaking Practice activity?
2. How frustrated were you doing the Speaking Practice activity?
3. How well did your partner coach you?
4. How important is it to have a good partner when doing the Speaking Practice activity?
5. How well do you feel you were able to do the Speaking Practice activity alone?
6. Do you prefer to work with a partner when doing the Speaking Practice activity?
7. Do you feel the Speaking Practice activity can help you with your speaking ability?
8. Do you prefer the shorter sentences or longer ones?
9. Would you recommend this type of activity to a friend who is learning English?
10. How often do you do this kind of speaking practice in other classes or at home?
11. Write any comments about the Speaking Practice activity. (English or Japanese)

Appendix B: Student table for EI practice

Fill in the three columns each time you practice. Use the expressions at the bottom. Start by looking at the textbook. As you get better, stop looking. Be sure to copy the rhythm and intonation of each sentence.

Num	Attempt	Accuracy (grammar+vocab)	Fluency (speed+automatization)
1	start: looked at texbook		
2			
3			
4			
5			
6			
7	goal: did NOT look		
start:	looked at textbook	missed word(s)	did NOT complete in time
goal:	did NOT look...	said every word	completed in time