

An Exploratory Study of Shadowing: Cognitive Aspects of the Japanese College Students in Australia.

Handa, Kokoro (Kwanseigakuin University)

Day 1

Torigai et al. (2003), Kadota and Tamai (2004) suggest that one most effective English learning methods is Shadowing. However, most of the existing studies have focused on students in junior, high school, junior college, and university on primary or intermediate levels and few studies on the effects of shadowing or shadowers on advanced English learners. Furthermore, little is known about what shadowers focus on or what they perceive during shadowing.

The purpose of this exploratory study, therefore, is to examine the relationship between shadowing and working memory. In addition, it aims at exploring cognitive aspects of advanced learners in shadowers. For the purpose of the work, five-day successive shadowing training and interviews were given to 21 Japanese students enrolled in universities in Australia and listening comprehension tests, digit span tests, reading span tests were given on Day 1 and Day 5. In the interviews, they were asked what aspects they paid attention to and what they perceived in shadowing by listening their own shadowing recordings. As a result, significant differences were observed in these three kinds of tests. Also, the interviews revealed some findings. First, focuses of subjects changed as shadowing sessions and days went. Second, their habitual errors appearing in daily speaking and writing seemed to be transferred to their shadowing. Third, they became more analytic as day passed and reported new types of errors such as “additions” which mean they put some extra words they did not hear during shadowing, or some errors which were likely to be caused by failure of rhythm. These results will be applicable use for advanced learners such as teachers across Japan and college students who are willing to study abroad or who would like to make the best use of their English proficiency in their future occupation as an autonomous study tool.

Tohoku University (BA), Sydney University (exchange study), Kwanseigakuin University