Uncovering Shadowing as an EFL Teaching Technique for Listening: Learners' perceptions, self-confidence, and motivation

EFL リスニング教授法としてのシャドーイングの研究 ― 学習者の認識，自己効力感，動機 ―

Yo Hamada

Abstract

Research conducted in the past decade has shown that shadowing is an effective technique toward the improvement of listening comprehension skills. However, research has focused exclusively on the technical aspects of shadowing and less focused on learners' psychological status. Thus, this study explores the relationship between the effectiveness of shadowing and learners' psychological aspects mainly quantitatively, with follow-up qualitative analysis. The current study examines whether learners' initial attitudinal motivation affects the improvement of listening skills and how learners' self-confidence and motivation for listening and perceptions toward shadowing affects their improvement in listening. The participants were 80 Japanese sophomores at a national university, all majoring in health or engineering. After eight training sessions, the students' score for listening comprehension skills improved with statistically significant differences, and eight students were interviewed about their and perceptions of shadowing, self-confidence and motivation for listening. The study demonstrates that the outcome of shadowing is influenced by learners' initial level of attitudinal motivation, perception toward shadowing, and self-confidence and motivation for listening.

1. Introduction

The past decade has witnessed the emergence of shadowing as a language teaching technique in Japan. Research of Japanese as a second language (JSL) (Iwashita, 2008, 2010, 2012; Jo, 2010; Karasawa, 2009; Kurata, 2007, 2008, 2009) and English as a foreign language (EFL) (Hamada, 2011a, 2012; Kato, 2009, Kuramoto, Nishida, Isobe, & Shiki, 2010; Mochizuki, 2004, 2006; Oki, 2010) has investigated the mechanism of shadowing and its influence on listening comprehension skills, reproduction rate, and pronunciation, along with an examination of working memory. However, to the author's knowledge, few studies have investigated shadowing outside Japan, probably because the mechanical activity of shadowing is still seemingly against the shared concept that English should be learned communicatively.

The improvement of listening skills through shadowing, especially bottom-up skills that Asian EFL learners often have problems with, benefits communication. For example, for Japanese learners, distinguishing /seat/ and /sheet/, /boat/ and /vote/ are difficult and they pronounce /play/ and /pray/ in the same way; Korean language does not have /f/ and /v/, so distinguishing /lap/ and /laugh/ is challenging, and they tend to substitute /l/ for /r/, producing /light/ for /right/; Chinese speakers tend to have difficulty distinguishing between /e/ and /ae/, seen in "ten" and "tan" (Based on Avery & Ehrlich, 2003). These phoneme perception problems in listening cause delayed comprehension, or sometimes misunderstanding. Overcoming these problems will allow more scope for learners for top-down listening process, which will consequently contribute to richer interaction. In addition, although teachers should

aim to improve learners' English integrative skills (e.g., speaking, writing, listening, and reading skills), learners in Japan have a strong need to improve their listening comprehension skills because listening comprehension sections are of central importance in major examinations such as the National Center Examination, the Test of English for International Communication (TOEIC), and the Test of English as a Foreign Language (TOEFL). This tendency should also apply to other Asian countries such as South Korea and China. This paper delves into a less explored area of shadowing research, uncovering learner psychology by focusing on salient areas for language learning and motivation; in particular, this study will focus on learners' self-confidence, a key aspect in their motivation and demotivation.

1.1. Characteristics of shadowing and its use in classroom

Shadowing was originally a technique for training interpreters and has recently come to be used as a listening technique. In shadowing, learners track speech they hear and vocalize it as clearly as possible while simultaneously listening; it is an active and highly cognitive activity (Tamai, 1997). Beginning with the work of Tamai (1992, 1997), several studies have been conducted in Japan (Hamada, 2011a; Kuramoto et al., 2007; Mochizuki, 2006; Takizawa, 2002), and Kadota (2007) states, with ample theoretical support, that shadowing is effective for classroom language acquisition, especially with regard to listening skills. The publicity is still restricted mainly in Japan and the limited findings of shadowing will be discussed as follows.

Recently, researchers have emphasized the complicated and cognitively demanding nature of shadowing (Hamada, 2011b; Kadota, 2007). In contrast to repeating, an off-line task that allows learners silent pauses in which to reproduce the sounds they have heard, shadowing is considered an on-line task (Shiki, Mori, Kadota, & Yoshida, 2010) that requires learners to vocalize the speech they hear while they are still listening (Tamai, 1997). In this respect, whereas dictation and simple repetition are effective primarily for phonological coding (Kadota, 2007), shadowing also strengthens learners' speech perception in that they must judge what they hear and transfer it to a phonological form (Kadota, 2007). This trains the phonological loop, a part of the working memory (Baddeley, 2007). The phonological loop processes and stores incoming information; it retains phonological information for two seconds in the phonological short-term store and then repeats it in the subvocal rehearsal (Kadota & Tamai, 2004). Learners will be able to automatize their speech perception and increase the capacity of their short-term memory through shadowing training. The learners can also reinforce the rehearsing process and hold phonological information

Table 1.
Prior Studies into the Effectiveness of Shadowing with Japanese Students

Research	Participants	Duration	Outcome
Tamai (1992)	94 high school students (47 experiment; 47 control)	50min ×13 lessons per week	Experiment group improved listening skills
Tamai (1997)	25 university students	90 min ×5 lessons	Intensive training and improved listening skills
Mochizuki (2004)	58 junior high school students (39 experiment;19 control)	15 min ×13 lessons	Experiment group improved listening skills
Mochizuki (2006)	30 high school students	30 min×6 lessons	Improved listening skills
Kato (2009)	40 university English majors	5 months (15 min×4 lessons per week)	Improved listening skills
Hamada (2011a)	23 high school students (23experiment; 21control)	25–30 min ×8 lessons	Using difficult textbooks, experiment group improved listening skills
Hamada (2012)	59 university students (29 experiment; 30 control)	20 min ×8 lessons	Using a combination of difficult and less difficult materials, experiment group improved listening skills more

longer in the phonological loop (Kadota, 2007).

Studies in English learning contexts (Table 1) support the effectiveness of shadowing for improving listening comprehension skills within a relatively short training period. However, there is no standardized teaching procedure for shadowing or protocol for its use, but research has suggested that it is more effective when used with other techniques. For example, written scripts should be used in the procedure, an idea that is supported by reports that repeating written scripts after listening was more effective than following the script silently while listening (Kuramoto & Muramatsu, 2001). Moreover, the incorporation of written texts increases the effectiveness of shadowing (Kuramoto et al., 2007). Shadowing has limited effectiveness when used on its own, as Shiki et al. (2010) discovered a plateau in the rate of reproduction for shadowing. Further, in consideration of the wider picture of language acquisition, enhancing speech perception alone is not enough; thus, a shadowing procedure should also include a step for reviewing the meanings of content and vocabulary. In summary, shadowing is recommended to be used as a core technique, but mixed with supplementary activities.

1.2. Learner perception and attitude toward shadowing

Because shadowing requires a great deal of cognitive resources, it is regarded as a demanding task. Researching the mechanism and effectiveness of shadowing without studying learners' perceptions of it does not maximally benefit students. Among the limited number of studies on learner perception, Karasawa (2009) investigated the perceptions of a Thai learner of Japanese toward shadowing training by providing a 10-day short-term training (daily sessions ranged from 30 to 40 minutes). She reports that the learner found shadowing to be cognitively complex but not stressful. Hamada (2011b) conducted eight sessions of 25-minute shadowing training over a one-month period with 32 learners of English and performed factor analysis to find three factors (*learner-friendliness, simpleness*, and *uselessness*) in their impressions of shadowing, revealing a mixture of positive and negative feelings. These findings imply that learners hold a range of perceptions on shadowing as a cognitively complex task.

1.3. Motivation and shadowing

Motivation has held researchers' interest for decades in language learning. Recently, motivation studies have moved toward a new theory, *L2 motivational self-system*, which conceptualizes second language (L2) learning motivation within a "self" framework, basing its theory on the fields of L2 acquisition and psychology. Replacing the long-lasting theory regarding motivation as integrative, the system is comprised mainly of the Ideal L2 Self, Out-to L2 Self, and L2 learning experience (Dörnyei, 2009). In the L2 self-theory, the issue of learner attitudes is discussed. Using structural equation modeling (SEM), Taguchi, Magid, and Papi (2009) examined the L2 self-motivational system in Asian EFL contexts with 5000 students, of whom 1574 were Japanese. They found that attitudes toward learning English play an important role for Japanese EFL learners in terms of the degree of effort put toward studying English. This finding, when applied to shadowing training, predicts that students with initial positive attitudes towards improving listening will put forward greater efforts in shadowing and presumably improve their listening comprehension skills more than their counterparts with initial negative attitudes.

The definition of *motivation* in this study should be clarified to avoid potential confusion. This study recognizes there are three types of motivation, initial attitudinal motivation (i.e., the initial attitudes toward studying English when they start shadowing training), motivation for listening (i.e., the motivation learners have for improving listening skills), and general motivation (i.e., the motivation learners have toward English generally).

Another direction of motivation research, learner *demotivation*, also pays attention to learners' attitudes toward learning. Dörnyei (1998, cited in Dörnyei & Ushioda, 2011) interviewed 50 demotivated secondary school pupils in Budapest who were studying a foreign language and summarized nine demotivating factors, in which negative attitude toward the L2 was listed as the fourth of 12 factors (Table 2). He mentions that closer contact with the

L2 leads to strong evaluative feelings, which consequently affects subsequent learner commitment to learning the language. Thus, learners who have positive attitudes toward English are supposedly committed to shadowing eagerly; those who have less positive attitudes would not be less committed despite the assured theoretical benefit they will gain from the training. In this case, those who have initial low attitudinal motivation will not benefit from shadowing practice, and therefore, the current procedure needs to be revised to meet their needs.

Table 2.
Reasons for Learner Demotivation, Based on Dörnyei (2001a, p.152-153)

Item number	Reasons	Examples
1	The teacher	The teacher shouted all the time.
2	Inadequate school facilities	We had 11 teachers; Everybody tried out a new method.
3	Reduced self-confidence	I don't have confidence at all anymore.
4	Negative attitude toward the L2	I don't like the whole structure of English.
5	Compulsory nature of L2 study	I have not choice: I have to learn English anyway.
6	Interference of another foreign language being studied	English is similar to German, which gets in the way sometimes.
7	Negative attitude toward L2 community	I don't have a good feeling about countries where English is spoken.
8	Attitude of group members	There were quite a few of them that I didn't like.
9	Course book	I had to use what I think was the worst course book.

1.4. Self-confidence and shadowing

In research on demotivation in Japan, learner's self-confidence has been regarded as one of the salient factors. In Dörnyei (2001a), 11 out of 50 students listed reduced self-confidence as a demotivator (Table 2). As an external cause of demotivation, reduced self-confidence is the most demotivating (i.e., the teacher and inadequate school facilities are internal causes). In Japan, Falout and Maruyama (2004) report that self-confidence is the strongest cause of demotivation based on their questionnaire survey of 164 Japanese freshmen at a private science college. Tsuchiya (2006) also reports reduced self-confidence is the strongest demotivator for the129 freshmen in her study. Falout, Elwood and Hood (2009), after analyzing data from a questionnaire distributed to 900 university students in Japan, report that proficient students build self-confidence in L2 learning, while less proficient learners respond with self-denigration when they experience a lack of success.

Motivation consists of several components; self-confidence is one of the major components of L2 motivation as well in situations where learners have little direct contact with the L2 community but considerable indirect contact with the L2 culture. It influences L2 proficiency through the students' attitude toward and effort expended on learning English (Clément, Dörnyei, & Noels, 1994). Thus, in Asia, to which this situation well applies, the role of self-confidence and attitude toward learning English, which should interrelate with student efforts, need to be discussed. From the perspectives of both motivation and demotivation research, self-confidence is crucial, but no relationship between shadowing and self-confidence has been argued; therefore, the exploration of self-confidence is unavoidable in the discussion of how to improve the current shadowing procedure in Japan.

In summary, in terms of the mechanism of shadowing, learners can improve their listening comprehension skills through shadowing training; in terms of motivation, those who hold a negative attitude toward learning English do not improve as much as their counterparts with positive attitudes. In the analysis of learners' psychological status during shadowing, argument should start with the learners' self-confidence, as research on motivation and demotivation suggests. As seen above, the literature is dominantly restricted to Japan, so there is a pressing need to investigate how shadowing should be implemented, taking into account these variables, in order to attract a larger number of publicity.

1.5. Research questions

This study attempts to uncover the relationship between shadowing and learners' motivation by examining the following two research questions: Does learners' improvement in listening comprehension skills after a shadowing training differ, depending on their initial attitudinal motivation level toward learning English (RQ1)? If so, more specifically, how learners' perceptions of shadowing, self-confidence in listening, and motivation in listening are related in terms of their initial attitudinal motivation level and final outcome (RQ2)?

2. Method

2.1. Participants

To obtain a larger sample size than other studies (Table 1), 80 students were selected. All participants were sophomores at a Japanese national university, half of them majoring in health science (M3, F37), and half in engineering (M30, F10). Their estimated proficiency levels are intermediate, presumably around the TOEIC 350-450. The participants had each completed a minimum of six years of formal English study in Japanese secondary schools. For convenience, they were divided into two classes and given the same lesson on the same days, Wednesday and Friday, with the same instructor, in order to minimize the differences in their learning environment.

The experiment did not use a control group to examine the effectiveness of shadowing training for listening comprehension skills, for the following two reasons. First, the effectiveness of shadowing in general has been already confirmed, as discussed above. Second, this study specifically focuses on how learners' minds work in shadowing training rather than comparing the effectiveness of shadowing with that of other activities.

For the interview, eight students were selected. Based on the pre-post listening tests and four questions for attitudinal motivation, all the participants were first classified into four categories: A (higher initial motivation with improvement in listening scores after the training), B (higher initial motivation with no improvement), C (lower initial motivation with improvement), and D (lower initial motivation with no improvement). Then, in the process of selecting the interviewees, those whose initial motivation were within +/- 0.5SD (SD = 4.01) from the mean 15.80 and those whose score improvement were within +/-0.5 SD (SD = 4.96) from the mean 1.94 were excluded. Finally, two participants who showed large improvement or disimprovement were selected from each group (8 in total) for the interview (Table 3).

Table 3.
Interviewee Characteristics

Group/ Gender	Initial Motivation Score (High/Low)	Pre Test	Post Test	Improvement	Major
A(1)/F	20(H)	23	35	+12	Nursery
A(2)/F	19(H)	20	36	+16	Nursery
B(1)/F	23(H)	33	26	-7	Nursery
B(2)/F	20(H)	25	21	-4	Nursery
C(1)/M	13(L)	16	24	+8	Engineering
C(2)/F	12(L)	21	31	+10	Nursery
D(1)/M	13(L)	27	17	-10	Engineering
D(2)/F	11(L)	25	17	-8	Engineering

2.2. Materials

The textbook *Great Speeches that Changed the World* (Hirano & Suzuki, 2010) was chosen for this study because the participants came from different academic departments, and therefore, non-specific, authentic textbook materials were expected to be more attractive than specialized materials. The selected sections were the inauguration addresses of Barack Obama and J. F. Kennedy, and a biography of Mother Theresa. Each lesson focused on a passage of

approximately 120 to 150 words, which lasted about one minute each when read aloud.

To assess improvements in the participants' listening comprehension skills, I used 47 listening items from four sections of the official examination practice book, TOEIC (2008), because this test exclusively measures communication skills (TOEIC, 2008) and is considered the best measure of general listening skills. The same items were used in the pre- and post-tests to avoid the issues that may arise from using different items. To minimize potential test-retest methods, approximately one month passed between the pre- and post-test, and the participants received no explanation about the test content after the pre-test.

In motivation research, some studies (e.g., Sakai & Kikuchi, 2009; Hamada, 2010) divided participants into more- and less- motivated by means of only an item with Likert scale (e.g., how much motivated are you?), but the current study used four items to increase the reliability, in order to assess their attitudinal motivation toward learning English. The participants were asked to respond to the following four items, modified from Taguchi, Magid, and Papi (2009), on a six-point Likert-scale: *I like the atmosphere of English lessons; Studying English is interesting; I look forward to English lessons;* and *Learning English is fun*. They selected an answer from 1 "least applicable" to 6 "most applicable."

2.3. Procedure

Twice a week (Wednesday and Friday) for a month (8 times), the participants were given shadowing training according to the steps recommended by Kadota and Tamai (2004), which had already been shown to improve their listening comprehension skills (Hamada, 2011a) (Table 4).

Prior to the training, the pre-test was conducted, and the participants responded to the four items pertaining to motivation. Then, in the first training session, the instructor described the effectiveness of shadowing, explaining the mechanism of the technique and demonstrating each step. Eight further training sessions were conducted, each lasting approximately 20 minutes. In each class, the participants first studied the contents of the target textbook including vocabulary and grammar; then, they engaged in shadowing training. After the eight lessons, the post-test was conducted. Finally, the interview was conducted for the follow-up investigation.

Table 4.
Shadowing Procedure Used in the Experiment

Step	Instructions
1	Listen to the passage
2	*Mumbling twice* (silently shadow the incoming sounds without text)
3	*Parallel reading* (shadow while reading the text)
4	Silently check understanding with the text (both English and Japanese translation) for 3 minutes
5	Shadowing three times
6	Review the text for 3 minutes, to clarify difficult sounds and meanings
7	*Contents shadowing* once (concentrate on both shadowing and the meaning)
8	Listening again

2.4. The Interview

As motivation and learners' improvement along with self-confidence are the core of this interview survey, the interview was structured based on the principles recommended by Dörnyei (2007) (Table 5). To obtain broad data and avoid the extremes of structured and unstructured interviews, semi-structured interviews were conducted in Japanese, each lasting 5-10 minutes. The data were captured with a voice recorder and transcribed afterwards. All the participants were asked the four questions listed as follows.

(1) Question 1: What is your attitude and impression toward shadowing itself? (To examine attitudes and impression

toward shadowing training)

(2) Question 2: What is your attitude and impression toward shadowing itself (i.e., reproducing auditory input almost simultaneously)? (To explore perception and impression of shadowing training)

(3) Question 3: Having completed the shadowing training, have your self-confidence and motivation in listening to English changed? (asked respectively) (To examine their self-confidence for listening and motivation for listening throughout the training)

(4) Question 4: How do you think motivation and self-confidence are related to the improvement of listening skills? (To further ask their opinions in terms of listening improvement, self-confidence in listening, and motivation for listening)

Table 5.
Interview Procedure

Number	Procedure	Purpose
1	Explanation of the purpose of the study, confirming the confidentiality of the data obtained from the interview.	To establish a relationship of trust
2	Focused primarily on listening and avoidance of rushing or interrupting the interviewee.	To encourage a natural flow and rich detail in the interview
3	Conclusion of each interview with a question such as "Do you have anything else you would like to add?"	Exploring any additional information

3. Analysis

The data of their listening improvement were analyzed quantitatively, and the interview data were qualitatively analyzed as a follow-up. First, to compare the differences in the outcome, the 80 students were divided into two groups by their initial attitudinal motivation level for learning English. The mean total score of the four motivation questions was calculated (15.80 out of 24.00), and a cut-off point was set at 15.00. The more motivated group consisted of 48 participants, and the less motivated group consisted of 32 participants. The mean pre-test scores of the less-motivated group and more-motivated group were 21. 38 and 22.92 out of 47.00, respectively. No statistically significance difference was found between their initial test scores (t [78] = 1.60, p < .05).

To investigate whether the two groups distinguished by their initial attitudinal motivation showed different patterns of improvement, a two-way analysis of variance (ANOVA) was employed. Then *group* was the between-subjects factor, and *time* the within-subject factor. Based on the quantitative analysis, a follow-up qualitative analysis was conducted. Because the amount of interview data were limited, rather than adopting a specific analytical procedure such as *Grounded Theory*, the interview data were analyzed and interpreted through the general processes introduced in Cresswell (2009) and Dörnyei (2007): transcribing, initial coding, second-level coding, and interpreting and concluding. In the initial coding, the data of questions 1 and 2 were analyzed together; those of questions 3 and 4 were summarized together. In the second-level coding, data of questions 1 and 2 were simplified and data of questions 3 and 4 were categorized one as self-confidence for listening and another as motivation for listening, being simplified. Since the amount of the obtained data was rather simple and clear, each interview being short, the author alone worked on the coding process.

4. Results and Discussion

4.1. Initial motivation and improvement in listening comprehension skills

In answer to RQ1, although the participants' listening test scores improved, a closer analysis suggests that the effectiveness of the current procedure is limited to students who have a higher initial attitudinal motivation toward English. The mean of the 80 participants score increased by 1.94, from 22.30 to 24.24. The mean scores of both groups increased: that of the more-motivated group from 22.92 to 26.08 (*SD*: 4.58 to 3.99, *d*= .74), and that of the

less-motivated group from 21.38 to 21.47 (*SD*: 3.58 to 4.47, *d* = .02) (Table 6). Next, a two-way ANOVA showed a significant effect of *time × group* interaction [F (1, 78) = 8.03, p <. 01, η_p^2 =. 09]. The simple main effect of *time* was statistically significant in the more-motivated group [F (1, 78) =. 21.32, p <. 01], but not in the less-motivated group [F (1, 78) =0.01, p >. 05]. The simple main effect of *group* for the pre-test did not show a statistically significant difference [F(1, 78) = 2.57, p >. 05] but did the post-test [F(1, 78) = 23.28, p <. 01]. These results of the inferential statistical analysis and the relatively large effect size of the more-motivated group suggest that a difference did not exist between the two groups at the pre-test but did at the post-test, and that only the more-motivated group improved their scores.

This result provides new finding that initial motivation is key for improving listening comprehension skills through shadowing; previous studies only mentioned that low-proficiency learners benefit from shadowing in improving their listening comprehension skills (Kato, 2009; Tamai, 2005). In other words, enhancing learners' initial attitudinal motivation toward English is of high importance. By the same token, to assist the learning of those whose initial motivation is low, it is first necessary to uncover the problems they face in terms of learner psychology.

Table 6.
Listening Test of Scores of the More and Less Motivated Groups

Group	Pre		Post		
	Mean	SD	Mean	SD	Effect size (*d*)
More motivated group	22.92	4.58	26.08	3.99	0.74
Less motivated group	21.38	3.58	21.47	4.47	0.02

4.2. Variables that influence improvement in listening comprehension skills

The statistical analyses suggest that learners' initial attitudinal motivation is a salient factor, so the participants' psychological aspects are further explored in terms of their perceptions of shadowing, self-confidence in listening, motivation for listening, combined together, self-confidence and motivation for listening.

4.2.1. Perceptions of shadowing

The experiment shows that the difficulty of the exercise plays a crucial role in demotivating learners to continue shadowing training. Those who had a lower initial motivation toward English (Types C and D) did not show positive attitudes toward shadowing, with the exception of C1. Additionally, in general, the participants appeared to disfavor the shadowing training and to feel shadowing in the experiment was challenging, especially because the target passages were authentic materials and difficult. Some comments pertinent to the issue from Table 7 are shown as follows:

Shadowing was tough because of its on-line process and I prefer off-line one such as repeating. It was difficult because of authentic materials for its speed, long words, and speaker's emotion involved (C2).

Shadowing was difficult and I did not like it. I knew the necessity of shadowing. But I failed to catch the sounds (D2).

In contrast, those who had positive attitudes toward shadowing and improved their listening scores (A1, A2) managed to benefit from the shadowing training despite its difficulty, as examples from Table 7 shown below:

Shadowing was difficult because of its authenticity, but I tried hard. I knew the training was worth doing (A1).
It was difficult and I did not like it, and also became tired of not knowing some words, but I tried hard (A2).

In sum, only those whose initial attitudinal motivation were higher (Type A) showed positive attitudes throughout the training, and those who had positive attitudes (Type A and C1) are more likely to show a productive outcome in listening performance. It indicates that those whose score improved remained focused despite the challenges they faced, while the others did not. Frustration and a negative attitude toward shadowing can account in part for this lack of concentration (Jo, 2010). As revealed by Hamada's (2011b) experiment, negative perceptions of shadowing may be explained by its heavy cognitive load and apparent simplicity. It is possible that the use of authentic materials in this experiment further increased the challenge of shadowing and consequently provoked a more negative response. For those whose initial motivation is low, a more learner-friendly procedure with an easier or more relevant textbook (suggested by B2) may influence learners' attitudes positively, consequently contributing to outcome.

Table 7.
Participants' Attitudes and Impression toward Shadowing (SH) from Q1 and Q2

Participant	Self-reflected attitude toward training	Perception and impression for SH training
A1	Active	• Difficult because of its authenticity, but I tried hard. The training is worth doing
A2	Fairly Active	• Difficult and didn't like it, being tired of not knowing some words, but I tried hard.
B1	Fairly Active	• Very difficult because of authentic English.
B2	Less active	• Difficult(using authentic English) • Less useful and not-motivating, unrelated textbook to our major being used, and because I was not studying English for my future. • Repeating the same passage over and over bored me.
C1	Active	• Initially difficult and hard, • Eventually it became less tough because I became used to shadowing.
C2	Not Active	• I didn't like it, not understanding the purpose. • Tough because of online process, I prefer offline one. • Difficult, because of authentic materials for its speed, long words, and speakers' emotion.
D1	Not negative	• Difficult to shadow sounds I have never heard. • It is easier than repeating , having experienced shadowing before.
D2	Neither	• Difficult to concentrate by failing to catch the sounds. • Difficult and didn't like it. Although I knew the necessity, I failed to catch the sounds.

Note. A1-2 (higher initial motivation with improvement in listening scores after the training), B1-2 (higher initial motivation with no improvement), C1-2 (lower initial motivation with improvement), and D1-2 (lower initial motivation with no improvement).

4.2.2. Self-confidence for listening

Table 8.
Participants' comments for Self-confidence in Listening

Participant	Increase	Answers
A1	Yes	Confidence increased a bit, feeling listening improvement, and the joy of listening. During the 4th or 5th times, I started listening a little well. If I become better at listening, I gain more confidence.
A2	No	Confidence has been low.
B1	No	Confidence is still low. Being better at listening did not lead to confidence increase.
B2	No	Confidence hasn't changed.
C1	Yes	Confidence increased with the test result a bit, but still low.
C2	Yes	Test result gives me confidence a little, but still low. On the pre-test, I almost gave up near the end; on the post-test, I could listen carefully till the end.
D1	No	Confidence hasn't changed.
D2	No	I lost confidence because I could not hear.

There appears to be self-confidence increase for listening among those who improved listening skills (A1, C1, and C2). This result partly reflects Bandura's (1993) theory that repeated success and mastery of satisfaction develop self-efficacy (i.e., the confidence to manage to listen to English in this case), which consequently leads to better performance (i.e., listening to English in this case). A participant (A1), whose initial motivation was high and who improved listening skills, commented that "confidence increased a bit by feeling listening improvement and the joy of listening. During the 4th or 5th times, I started listening a little well. If I become better at listening, I gain more confidence."(Table 8) This statement shows the feeling of improvement contributes to self-confidence increase. A participant whose initial motivation was low but with increased listening skills (C2) described psychological improvement at the post-test as follows: "On the pre-test, I almost gave up near the end; on the post-test, I managed to listen carefully till the end" (Table 8). Her counterpart, a participant with low initial motivation whose score decreased after the shadowing training (D2), paradoxically supported this with the following comment: "I couldn't catch the sounds. My confidence declined, which caused demotivation, which further decreased my score."(Table 9) She implied her repeated failure decreased her confidence in catching incoming sounds, thereby causing motivation and leading to no improvement. Considering these results, none of those whose listening score declined showing self-confidence increase, learners need to feel improvement in listening, which may lead to increased self-confidence.

4.2.3. Motivation for listening

Analysis of the data of the participants' performance in shadowing training and their motivation toward listening reveals a distinctive pattern: Learners' listening performance level appears to play a central role in influencing their motivation. A participant whose initial motivation was low turned out to be the ideal successful learner (C2), reflected in her statement, "My low motivation has become 'not-low' motivation. Gradually, I performed better, and my motivation increased" (Table 9). On the other hand, motivation toward listening of participants whose score decreased declined also because of repeated failure. In fact, two participants whose scores declined both answered, "It was difficult to shadow sounds I had never heard before. I didn't like it" (D1) and "Even knowing the necessity of the task, it was difficult, and I didn't like it because I couldn't catch the sounds"(D2) (Table 7). The successful and unsuccessful participants both echo Okuda et al.'s (2010) claim that successful outcome motivates learners and enhances performance, creating a cycle of intrinsic motivation; the other side of this is that an unsuccessful outcome can cause learned helplessness, in which learners become paralyzed by repeated failure.

Table 9.
Participants' comments for Listening Motivation

Participant	Increase	Answers
A1	Partly yes	Motivation remains high.
A2	Yes	Motivation increased, feeling the improvement during the post-test.
B1	Partly yes	Motivation remains high. I like English; Textbook contents do not matter. Being able to listen now doesn't help motivation.
B2	No	Motivation hasn't changed. First period-lesson demotivated me for the training.
C1	Yes	Motivation increased through practice, feeling improvement in listening.
C2	Partly yes	Low motivation became"not-low motivation." Listening skills improved through shadowing, motivating me more.
D1	No	Motivation hasn't changed. I have no motivation for anything in life.
D2	No	I lost motivation. I failed to listening, which decreased motivation and then confidence, and consequently my score.

4.2.4. Motivation and self-confidence for listening

With regard to their self-confidence (Table 8) and motivation for listening (Table 9), motivation toward listening appeared to increase more easily than self-confidence. Some of those who improved their listening comprehension skills (A2, C1, and C2) showed a positive change in motivation as a result of the shadowing training, but this did not necessarily lead to an increase of self-confidence. Most of the participants who did not increase the score did not increase their self-confidence through the shadowing training; slightly positive changes in self-confidence were identified among those who improved their listening skills.

A unique relationship may exist between motivation and self-confidence toward listening. Intriguingly, some participants (A2 and B1) in this study experienced an increase in motivation but not confidence. This is possibly due to their lack of opportunity to verify their improvement. According to Bandura (1993), increased self-efficacy leads to higher motivation, (i.e., as participants grow their self-confidence for listening, their motivation becomes higher). However, only one learner (C2) indicated that both her self-confidence and motivation toward listening improved; she seemed to have gained confidence from her test result, which implies that motivation and self-confidence are not directly connected (Table 8 and Table 9). Another learner (C1) commented that motivation increases through practice, while confidence increases through results (Table 8 and Table 9). Thus, further examination of how self-confidence and motivation work in shadowing training is important for the point of research; providing an opportunity in each lesson for students to check their improvement would enhance the effectiveness of shadowing training. This is a practical application of the research findings.

Intriguingly, also, those whose score improved tended to gain at least motivation (A1, A2, B1, C1, C2), while those whose score decreased gained neither motivation nor confidence (B2, D1, D2). Although the purpose of shadowing practice is to enhance the function of phonological loop (Kadota, 2007), learners, especially those with lower motivation toward learning English, appear to lose focus due to the heavy cognitive load and difficulty of the task. Accordingly, it is recommended that instructors use more appropriate materials that are suitable for the learners' proficiency level and provide a detailed theoretical justification for shadowing. Enabling learners to experience success, for example, by using easier learning materials, is supported by Dörnyei's (2001b) discussion on motivational strategy and by the learners' own comments: A participant (A1) reported becoming at least a little more accomplished at listening and sensed self-improvement (Table 8); and another (C1) noticed improving during the lesson (Table 9). Thus, shadowing with a combination of difficult and easy textbooks is advisable. Inevitably, difficult textbooks are used in the classroom, but incorporating easier textbooks along with the main textbooks can improve listening skills further (Hamada, 2012). Alternatively students can learn the target contents before shadowing training so they can complete the task successfully.

In summary, despite the theory that assumes a strong relationship between self-confidence and motivation, most learners in this study struggled to increase their self-confidence. This leaves open the question of whether motivation and self-confidence toward listening are different, or whether these are the Japanese learners' traits, indicating Japanese learners are more likely to gain self-confidence not by improving their performance but by achieving greater results. Two suggestions are provided for the practical implementation of shadowing practice in the classroom: Learners should receive regular opportunities to measure their improvement and should be encouraged to experience success through the use of easier textbooks, and possibly difficult textbooks as well.

5. Conclusion

Before concluding this research, some limitations need to be pointed out. Learners' initial listening proficiency, though mentioned being intermediate, was not taken into consideration, and further research into this area would be valuable. This study is focused on general attitudinal motivation along with learners' self-confidence, unlike specific motivational studies, so that the results are more generalizable. I must admit that motivation assessment, using four

items, may be still too simple. An investigation using a specific motivational theory with more specifically designed questionnaire may reveal further insights. In addition, I intended to examine motivation toward listening, separating it from motivation toward shadowing, but the concept might possibly be confusing for some students. In the future, narrowing the focus to these differences can provide more precise perspectives. From the critical viewpoint of experimental psychology, setting no control group may be controversial; however, under the limited circumstances, more priority was put on comparing learners' listening improvement by their proficiency level, and uncovering their psychology rather than limiting the potential outcome by strictly controlling variables.

Notwithstanding the limitations, this study provides new finding that initial motivation is crucial for improving listening comprehension skills through shadowing, while previous studies only mentioned learners' proficiency level. This study explored the relationship between shadowing, self-confidence, and motivation by analyzing data from a larger number of participants than the typical previous studies did and categorizing them according to both initial motivation and final outcome in an EFL context.

Even the most effective teaching technique may not be as effective as it should be without careful consideration of learners' psychology. I hope this research will trigger other similar studies to benefit more learners that are suffering from effective listening, despite their desire to be a successful English user.

Acknowledgement

References

Avery, P., & Ehrlich, S. (2003). *Teaching American English Pronunciation*. Oxford: Oxford University Press.

Baddeley, A. (2007). *Working memory, thought, and action*. England: Oxford university press.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117-148.

Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group-cohesion in the foreign language classroom. *Language Learning, 44*, 417-448.

Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and mixed Methods Approaches* (3rd ed.). California: SAGE Publications.

Dörnyei, Z. (1998). Demotivation in foreign language learning. *Paper presented at the TESOL '98 Congress, Seattle, WA*.

Dörnyei, Z. (2001a). *Teaching and researching motivation*. Harlow: Longman.

Dörnyei, Z. (2001b). *Motivational strategies in the language classroom*. UK: Cambridge University Press.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

Dörnyei, Z. & Ushioda, E. (Eds.). (2009). *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. *The Language Teacher*, 28, 3-9.

Falout, J., Elwood, J., & Hood, M. (2009) Demotivation: Affective states and learning outcomes. *System, 37* (3), 403-417.

Hamada, Y. (2011a). Improvement of listening comprehension skills through shadowing with difficult materials. *The journal of Asia TEFL, 8* (1), 139-162.

Hamada, Y. (2011b). Psychological aspects of shadowing training. *Journal of the Japan Association for Developmental Education, 6*(2), 60-71.

Hamada, Y. (2011c). Torikumi yasui shadowing hoho no kenkyu. [A study on a learner-friendly shadowing procedure]. *Journal of the Japan Association for Developmental Education, 6*(1), 71-78.

Hamada, Y. (2012). An effective way to improve listening skills through shadowing. *The Language Teacher*.36(1), 3-10.

Hirano, J., Suzuki, T. (2009). *Eigode kikusekaio kaeta kandonomei speech* [Great speeches that changed the world]. Tokyo: ChukeiShuppan.

Iwashita, M. (2008). Nihongogakushushaniokeru shadowing kunren no yukosei [The effectiveness of shadowing training on Japanese learners]. *Bulletin of the Graduate School of Education of Hiroshima University Part II, 57*, 219-228.

Iwashita, M. (2010). Nihogobun no shikakuteijiga shadowing no suikoseisekinioyobosueikyo. [The influences of visually presented sentence on the shadowing of Japanese]. *The Bulletin of the Graduate School of Education of Hiroshima University Part II*, 59, 219-227.

Iwashita, M. (2012). Kyojinochigaiga shadowing no suikoseisekinioyobosueikyo [The influences of instruction on the shadowing of Japanese]. *KwassuiRonbunshu*, 55, 23-46.

Jo, Y. (2010). Shokyu gakushusha ni Okeru Shadowing Kunrenji no Ishiki [Metacognitive awareness of beginner students of japanese langauge during shadowing training]. *Acquiisition of Japanese as a Second Langue, 13*, 39-56.

Kadota, S. (2007). *Shadoingu to ondoku no kagaku* [*Science of shadowing and oral reading*]. Japan: Cosmopier.

Kadota, S. (2012). *Shadoingu to ondoku to eigoshutoku no kagaku.*[*Science of shadowing, oral reading, and English acquisition*]. Japan: Cosmopier.

Kadota., & Tamai, K. (2004). *KetteibanEigo:Shadoingu* [*English shadowing*]. Japan: Cosmopier.

Kato, S. (2009). Kokueigonoryokushomeishutokuwomezashita listening shido no kosatsu [Listening activities for the acquisition of Aviation English proficiency test]. *Bulletin of Chiba University Language and Culture, 3*, 47-59.

Karasawa, M. (2009). Shadowing gaNihonjingakushushanimotarasuEikyo [The Effect of "Shadowing" Exercises on JSL Learners' Pronunciation and Motivation]. *Bulletin of Department of humanities of Ochanomizujoshi University, 6*, 209-220.

Kuramoto, A., & Matsumura, Y. (2001). Tekisutoteijiniyoru shadowing to listening ryoku tonokankei [The relationship of shadowing and listening comprehension skills with display of texts]. *The Proceedings of the 41th Annual conference of The Japan Association for Language Education and Technology*, 239-242.

Kuramoto, A., Shiki, O., Nishida, H., & Ito, H. (2007).Seeking for effective instructions for reading: The impact of shadowing, text-presented shadowing, and reading-aloud tasks. *LET Kansai Chapter Collected Papers, 11*, 13-28.

Kuramoto, A., Nishida, H., Isobe, Y., and Shiki, O. (2010). WBT Riyo shadowing shidokokanokensho [A study on different effects of shadowing with the help of WBT]. *Language Education & Technology, 47*, 93-111.

Kurata, K. (2007). Nihongo shadowing no ninchi mechanism nikansurukisotekikenkyu [A basic research on cognitive mechanism of shadowing]. *Bulletin of the Graduate School of Education of Hiroshima University, 56*(2), 259-265.

Kurata, K. (2008). Nihongo shadowing niokerubunnooninimishorinioyobosukiokuyoryobunnoshuruibunmyakuseinoei kyo [The influence of memory span, types of sentences, and context on the phonological processing and semantic processing during shadowing in japanese]. *Bulletin of the Graduate School of Education of Hiroshima University, 57*(2), 229-235.

Kurata, K (2009). Bunsho shadowing no suikoseisekinioyobosukiokuyoro no eiyo [The influence of memory capacity on performance on text shadowing]. *Bulletin of the Graduate School of Education, Hiroshima UniversityPart. II*, 58, 185-193.

Mochizuki, H. (2004). Application of shadowing to TEFL in Japan: The case of junior high school students. *Master's thesis, Graduate School of Language, Communication and Culture, KwanseiGakuin University*, Japan.

Mochizuki, H. (2006). Application of shadowing to TEFL in Japan: The case of junior high school students. *Studies in English Language Teaching*, 29, 29-44.

Oki., T. (2010). The role of latency for word recognition in shadowing. *Annual Review of English Language Education in Japan,* 21, 51-60.

Okuda, J., Yatsuzuka, S., Maruyama, T., & Takeda, E. (2010). Nihongoshingakuyobikokyoikuniokeru shadowing no jissen[Practice of shadowing for Pre-college students of a Japanese language institute]. *Acquisition of Japanese a Second Language, 13*, 22-38.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. UK: Cambridge University Press.

Shiki, O., Mori., Y., Kadota, S., & Yoshida, S. (2010). Exploring differences between shadowing and repeating practices. *Annual review of English language education in Japan, 21*, 81-90.

Takizawa, M. (2002). GogakukyokahotoshitenoTsuyakukunrenho to sonoOyorei [Interpreter training techniques and their

application as a tool for language enhancement]. *Bulletin of Hokuriku University, 26*, 63-72.

Taguchi, T., Magid, M. &Papi, M (2009). The L2 motivational self system among Japanese, chinese and Iranian learners of English: A comparative study. In Dörnyei, Z. and Ushioda, E. (eds), *Motivation, Language Identity and the L2 Self.* Bristol: Multilingual Matters (pp. 66-67).

Tamai, K. (1992). "follow-up" no ChokairyokuKojoniOyobosuKokaOyobi"follow-up"Noryoku to chokairyoku no kankei. Dai 4 kai"Eiken"kenkyujoseihokoku [The effect of follow-up on listening comprehension]. *STEP Bulletin, 4*,48-62.

Tamai, K (1997). Shadowing no koka to chokaiprocess niokeruichizuke [The effectiveness of shadowing and its position in listening process]. *Current English Studies, 36*, 105-116.

Takizawa, M. (2002). Gogakukyokahotoshitenotsuyakukunrenho to sonooyorei [A training method to improve language skills for interpreters and its application]. *Bulletin of Hokuriku university*, 26, 63-72.

Tsuchiya, M. (2006a). Factors in demotivation of lower proficiency English learners at college. *A Festschrift in Honour of Toshiaki Ozasa*, 87-96.

TOEIC test new official book.vol.3. (2008). TOEIC organization committee: ETS.