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Improving Phonemic Awareness in ESL Pronunciation Using Shadowing During Tutorials: Implications for ESL Teachers

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IMPROVING PHONEMIC AWARENESS IN ESL PRONUNCIATION USING

SHADOWING DURING TUTORIALS: IMPLICATIONS

FOR ESL TEACHERS

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Matthew A. Zook

Although there are numerous reasons to improve pronunciation instruction, the teaching of phonologic structures in English has become less popular among k-12 classrooms. This study proposes that the use of a relatively new technique may positively improve ESL students' pronunciation of American Standard English. This technique is known as shadowing. The data obtained was analyzed and evaluated in terms of phonological structures. The motivation to do this particular study came from previous research concerning word boundaries and phonological structures of consonants, in addition to my previous experience as an ESL tutor and instructor at SCSU. Students were making too many phonemic errors. This study will provide evidence for specific effects on phonemic awareness and also in regards to fluency and accuracy. To accomplish this, a shadowing methodology was used. The participants performed three types of audio-recorded speech samples both before and after their weekly tutorial sessions. Each would serve as a pre-test/post-test. First, spontaneous speech samples were used. Second, rehearsed speech samples were used. Third, read aloud activities were conducted to produce recorded speech samples. The recordings of speech samples were provided by four native speakers of English, two Caucasian males and two Caucasian females. This generated the authentic speech samples necessary for data analysis. The activities stemmed from a modified activity from the St. Cloud State ESL Department's Tutorial packet. The samples were assessed by native speakers of English (speech sample raters) who listened to samples and scored each one based on a speech rubric provided by the researcher. The results of the data collected (scores from raters) were calculated and presented in the form of paired T-Tests. Common problems associated with pronunciation and whether the use of shadowing leads to an increased level of phonemic awareness were the target objectives for the elicited data. The students were divided into two groups. Student Group A used a written transcript while making the shadowing attempts and Student Group B did not. The results indicated that most of the comparisons did not yield statistically significant results (gender and language yielded no significance). However, even though two of the mean scores for groups A and B (comparing pre and
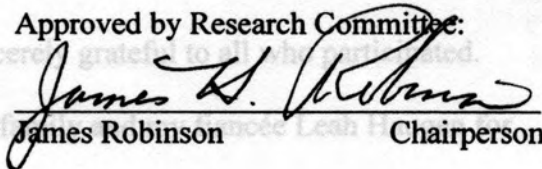
post-test) yielded a difference, none of them were statistically significant as neither were equal or greater than the Alpha value of 0.05.

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Month   Year

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INTRODUCTION

Given the complicated nature of speech production in a foreign language and the lack of knowledge in detecting errors in oral production to date, the present study sought to focus specifically on the intermediate ESL learner's processes of oral production and the improvement of oral language proficiency, particularly in terms of phonemic awareness. The research proposes that the use of a modified compensation technique, called shadowing, will allow ESL students' oral language proficiency to improve in terms of producing fewer phonemic errors in pronunciation. The purpose of this research is to examine three speech samples from ESL students; spontaneous, rehearsed, and read-aloud and to provide an analysis in terms of oral language proficiency. The same three samples were elicited from all the participants (ESL Students). The participants' oral language proficiency was evaluated for fluency and accuracy, rated by native speakers of English, and compared using a set of paired T-Tests.

The motivation to perform this study stems from personal experience working as an ESL tutor at an Upper Midwest comprehensive university. Knowing to a degree which features ESL students have trouble with in terms of pronunciation can strengthen ESL pedagogy and lead to improvements in overall English proficiency.

The purpose of this study is to first; discuss the background for the basis of the current research. Second, to provide an explanation of key terms central to the research study and provide data analysis to illustrate whether research questions were answered, and finally, to provide implications to ESL teachers and implications for further study.

Statement of Topic Area

Key words and phrases in the topic area are; pronunciation, maturation effect, phonemic awareness, automaticity, semantic priming, alignment, phonological fluency, phonological accuracy, tutorial activities, shadowing technique, verbal tracking, common pronunciation problems in ESL students, and pedagogical implications for ESL teachers.

Statement of General Issues

The general issues that were addressed in this research include; pronunciation pedagogy, linguistic weaknesses, compensatory teaching strategies and shadowing as an effective technique to improve pronunciation in English as a Second Language (ESL) students in terms of creating an increase in levels of phonemic awareness.

General Goal of the Research

The goal of this research was to provide evidence for the reformation of pronunciation pedagogy. If students can become more attentive to the types of phonemic errors they make, perhaps their overall oral language proficiency will improve. Participants' speech samples (three types) were recorded and analyzed. The

samples (a total of six for each participant) served as a pre and post-test. The data

provided will provide answers to the posited research questions.

Research Questions

1. Will phonemic awareness improve over time? (N = 10)

2. Does listener attitude due to gender affect perceptions of information and
    therefore influence reproduction of a speaking event? Do participants'
    scores differ between genders?

3. Do participants phonemic awareness score's differ based on native
    language?

4. Does the use of a transcript influence the degree of change in phonemic
    awareness as opposed to not using a transcript?

Chapter II

LITERATURE REVIEW

Background

The background for conducting research comes as a result of increasing trends in education. Current research states that the number of nonnative speakers of English immigrating to the United States is increasing. One explanation comes in the form of laws passed by the United States Congress. According to Morley (1991), "Indeed, the United States Congress in 1991 passed legislation that raised the immigration quota for skilled foreign professionals from 55,000 to 140,000 a year" (p. 491). Wong (1987) and Morley (1988) identified a number of groups whose pronunciation difficulties could put them at a social disadvantage. Those groups include; immigrant residents who have passed into the workplace, adult and teenage refugees in vocational and language training programs attempting to learn survival language skills, and foreign exchange students who wish to enter English-speaking colleges and universities to pursue an undergraduate and/or graduate degree. For all the aforementioned groups, the acquisition of pronunciation of English sounds is a key element to their overall success. Yet, the importance of teaching this crucial skill is currently being overlooked in today's classrooms.

Perhaps the biggest impact on pronunciation instruction came as a result of the transition to the Communicative Approach in America's schools. The adaptation of this approach has caused teachers to neglect the importance of pronunciation acquisition. Tschirner (1986) states that the aim of the communicative approach is to create a shift in emphasis from language knowledge to language use (as cited in Elliot, 1997, p. 95). Supporters of the Communicative Approach argue that ESL students will pick up pronunciation proficiency as a result of interaction activities and practices. That invokes the question, how does one learn to pronounce a word correctly if they have never heard it spoken before? According to Elliot (1997), "The acquisition of pronunciation has fallen to the wayside and has suffered from serious neglect in the communicative classroom. Further, Terrell (1989, p. 197) notes that proponents of the communicative approach simply "have not known what to do with pronunciation" (as cited in Elliot, 1997, p. 95). Further, Elliot states that "teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of the language" (Elliot, 1997, p. 95).

In addition, a study by Pennington and Richards (1986), states that "pronunciation, traditionally viewed as a component of linguistic rather than communicative competence or as an aspect of accuracy rather than conversational fluency, has come to be regarded as of limited importance in a communicatively oriented curriculum" (p. 207). They continue by stating that the goals of language teaching have changed due to the impact of the communicative and interactive

theories of language learning (p. 207). In other words, the current ideas behind instruction have "de-emphasized the need for accurate production in the early stages of second language learning" (p. 208). This causes the role of pronunciation to become uncertain in today's ESL classrooms. Now that a background for the current research has been provided, it is important to provide brief definitions of key terminology used.

<u>Shadowing</u>

A central component of the present research is the technique of "shadowing". According to Lewis, Honeck, and Fishbein (1975), the technique of shadowing was introduced into language research by Colin Cherry in1953. Until recently, shadowing is a technique that has been rarely used. Thus, there is little known research available that demonstrates its impact on oral language proficiency. In order to properly discuss this technique, a proper definition of it must be provided. Lewis et al. explain by stating, "In shadowing, the subject is instructed to attend to an auditory message while simultaneously repeating it aloud" (Lewis et al., p. 455). This study proposes that the use of this technique can lead to an increase in oral language proficiency because of its ability to help the ESL learner focus on aspects of pronunciation that allow for increase in fluency, accuracy, and phonological awareness. "It is assumed that shadowing 'locks' the subject's attention onto the shadowed message" (as cited in Lewis et al., 1975, p. 455). This means that "locking" the students' attention on specific sounds, it can lead to the student becoming more aware of the errors in speaking the target language. As a result, the student then develops the ability to

autonomously learn from and correct their own errors in speech production.

Another definition of the technique of shadowing comes from an article by Nancy Jordan (1988). Her study employed an experimental speech-improvement technique called 'shadowing' to compare good and poor readers' unconscious use of syntactic and semantic structure during language processing. According to Jordan "Speech shadowing requires listeners to repeat continuous spoken language, with their oral reproductions being as close to simultaneous as possible with the incoming speech signals" (Jordan, 1988, p. 358). She adds a statement by Danks and Hill (1981), "researchers have suggested that speech shadowing is the listening counterpart to oral reading, thus providing a logical method for examining commonalities between processing spoken and written language" (as cited in Jordan, p. 358). To clarify, Nancy Jordan believes that if used effectively, shadowing can become as effective for teaching speaking as reading aloud is for teaching reading comprehension. Moreover, shadowing could also be used with written transcripts to provide scaffolding and further develop students' awareness of phonological errors. In addition, Jordan states that speech shadowing has made it possible for researchers to show teachers that it can lead to improvements in oral language proficiency. She explains by stating, "Speech shadowing has offered a revealing window through which to view the interactions involving phonetic-acoustic, syntactic, and semantic information during adults' processing of spoken language" (Jordan, 1988, p. 358). However, a significant difference between Jordan's research and the current study is that Jordan's subjects were required to shadow language samples that were presented at different rates,

whereas the current research requires participants to shadow speech samples read at just one rate, steady and moderate.

In a study, Tim Murphey (2001) analyzed transcripts of two Japanese learners of English (L2) talking with two native speakers (L1) in mixed conversations in which they were instructed to shadow each other. He also explains that conversational shadowing has many types, it can be used in many different contexts, and it can be used by teachers for different purposes. According to Murphey, "The background literature on the repeating of a conversation partner's words, here called conversational shadowing, shows it to be naturally occurring in L1 acquisition and adult use" (Murphey, 2001, p. 128). He continues by stating that shadowing may give rise to the types of conversational adjustments and negotiations for meaning that are thought to positively affect L2 acquisition. According to Murphey there are three main types of shadowing: complete, selective, and interactive. Moreover, complete shadowing refers to listeners shadowing everything speakers say during a conversation. Selective shadowing refers to listeners selecting specific words and/or phrases to shadow. Third, Interactive shadowing allows for questions to be added into the conversation by the listener. To illustrate Murphey gives an example of each type:

> Terri: Boston is in America, in the north east part of America. (Complete)
> Aki: Boston is in America   in the north east part of America. (Complete)
> Terri: I'd like to tell you about two places. The first one is Boston. (Selective)
> Eriko: Two places.   Boston. (Selective)
> Eriko: Ah, yeah there is no sound.   Yes it's quiet, so… (Interactive)
> Wanda: Oh, really! It's very quiet? (Interactive)   (Murphey, 2001, p. 129)

In addition, Murphey offers an interesting point in regards to what types of shadowing can accomplish. He explains by stating "It (shadowing) is an intense experience, one that eventually forces learners to focus on intonation contours, stress and rhythm, independent, to some degree, of the lexical content" (p. 132). Moreover, Murphey believes that with practice, the ability to attend to both form and content develops in the student.

In a study by Kauyumari Sanchez, Miller, and Rosenblum (2010), speech shadowing is referred to as alignment. According to the authors, a key component to this technique is visual influences, particularly for its effects on alignment to voice onset time. According to Giles et al., "Alignment is the unconscious and spontaneous tendency people have to subtly imitate the person with whom they are speaking and interlocutors tend to align to each other's speaking style" (as cited in Sanchez et al., 2010, p. 262). Sanchez et al. also illustrate a study by Goldinger (1988) by stating that the concept of alignment tends to appear in both social and non-social contexts. In the study by Sanchez et al. (2010), participants were both video and audio recorded as they were given a series of alignment tasks to perform. The results showed that there are implications for audiovisual speech perception, particularly for ESL teachers when developing curriculum for the instruction of pronunciation.

Yet another study on the technique of shadowing was conducted by Louisa M. Slowiaczek (1994). Her research focused on what she calls '*phonemic priming*' in addition to performing a single-word shadowing task. The study examined whether a single-word shadowing task involved accessing lexical representations in two

'phonemic priming' experiments. According to Slowiaczek, the primes were in the forms of sound clues given to the subjects. The sound clues or primes were given during the experiment as a way to help subjects be confident enough to produce what Slowiaczek called authentic results. Clues were given both auditorily and visually. In the experiments, the subjects repeated aloud target words that were presented in both audio and video recordings. They were followed by unrelated, semantically related, or related clues. The results showed that phonemic priming was successful in getting the students to correctly reproduce each target word whether the auditory target words were followed by audio or visual phonemic clues (Slowiaczek, 1994, p. 245). The results of this study further emphasize the value of pronunciation instruction to ESL students because teachers could use phonemic clues to help build confidence in their students. This brings us to the second major component, an illustration and explanation of key terminology used in the present study.

Key Terminology

Pennington and Richards (1986) state "for most language teachers, pronunciation is largely identified with the articulation of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language" (p. 208). Pronunciation assessment is a key component of the current research study.

Pronunciation can be assessed using a variety of methods in a variety ways. A common way it is assessed is in terms of a concept called *automaticity*. Webster's Dictionary defines automaticity as the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response

pattern or habit. It is usually the result of learning, repetition, and practice. Elizabeth Gatbonton and Norman Segalowitz (1988) state "Automaticity can be considered in at least two different ways" (p. 474). "In one sense, it refers to the speed and ease of handling utterances; the greater the automaticity, the faster the recognition and production of grammatically correct and communicatively appropriate utterances" (Gatbonton & Segalowitz, 1988, p. 474). In addition to automaticity, it is important to discuss the concepts of fluency and accuracy.

Phonological Fluency versus
  Phonological Accuracy

There have been a number of language studies that have focused on the assessment of pronunciation in terms of phonological accuracy and fluency. First, a discussion of studies on phonological fluency will be discussed. Elizabeth Gatbonton and Norman Segalowitz (1988) view the previously mentioned term automaticity as a component of fluency. Gatbonton and Segalowitz add:

> In considering fluency, one can broadly distinguish between skills concerned
> with the selection of utterances (knowing what to say, to whom and when) and
> skills concerned with the actual production of these utterances (producing them
> rapidly and smoothly, without hesitations and pauses). (p. 473)

In other words, in order for a speaker to become fluent, both types of the preceding skills are important. A study by Schmidt (1992) states:

> Oral fluency, interpreted here as an automatic procedural skill on the part of
> the speaker and a perceptual phenomenon in the listener, has been investigated
> from a number of perspectives: the characteristics of fluent and dysfluent L2
> speech, the effects of planning, self-monitoring, and task type. (as cited in
> Derwing, Munro, & Thomson, 2007, p. 360)

Further, Derwing et al. state that fluency typically increases when students are given opportunities to interact using their L2 outside of the classroom. This is where the concept of tutorials comes into consideration because the use of tutorials increases the quantity of practice time speaking the target language. In other words, students will get more opportunities to speak and receive the benefit of getting instant feedback regarding each individual speech act or performance. The amount of speaking practice leads one to hypothesize that students will eventually demonstrate nominal gains in speaking fluency. In addition to fluency, a discussion of oral language accuracy needs to be addressed.

Another study by Ambra Neri et al. (2006) cites research by a number of different authors in regards to pronunciation training and phonological fluency. First, a study by Akahane-Yamida et al. (1998) states "Not surprisingly, a number of recent studies have shown that tailor-made training is effective in improving both perceptive and productive pronunciation skills" (as cited in Neri et al., 2006, p. 358). Second, a study by Abercrombie (1991) states "Although the specific focus of the training in these studies varied, the general emphasis in current pronunciation training mainly lies in the achievement of fluency and "comfortably-intelligible" rather than accent-free pronunciation" (as cited in Neri et al., p. 358). In other words, ESL students should be able to use their L2 efficiently in the sense that they can be easily understood without provoking frustration in an interlocutor, but they do not need to sound the same as native speakers of English when they speak. (Neri et al., p. 358) In regards to proficiency training Neri et al. state:

Consequently, optimal and realistic pronunciation training must not only be geared towards effective and efficient communication, it must also be time-effective, focusing on pronunciation aspects that appear to be most problematic for a large group of learners of a given L2. (p. 358)

In order for pronunciation instruction to be effective, teachers need to focus on their students' language speaking development and continue to do things that will result in increasing students' confidence. One way to help accomplish this is to focus on the increase in students' fluency. In a paper by Stephen Hall (1997) the importance of phonological fluency is reflected in the focus teachers bring to pronunciation instruction. Hall (1997) states "Pronunciation teaching of the segmental aspects needs

to be balanced with the inclusion of learner awareness of stress, rhythm, intonation,

and meaningful production" (Hall, p. 3). He continues by stating "Yet many formats for pronunciation teaching do not place these skills and an awareness of the supra-segmental features in either a communicative format or a specific situation" (Hall, p. 3).

Hall's paper makes a number of important points concerning phonological accuracy as well. In the process, he presents a case for the application of pronunciation development to ESL learners. He states that a major difference between fluency and accuracy is that the importance of sound accuracy continues to be prevalent in today's classrooms. He puts the blame on America's transition to the use of the communicative approach. Hall (1997) explains by stating "The need to focus on being accurate with sound has always remained while the emphases on pronunciation have differed with attention to fluency development through communicative speaking tasks" (Hall, 1997, p. 3). Hall also makes a crucial comment about the relationship

between fluency and accuracy. He says there should be a balance in how much attention is paid to each while being discussed in the classroom. Hall explains by stating "In discussing speaking skills and the balance between fluency and accuracy it becomes necessary to define what we mean by pronunciation teaching" (Hall, p. 3). Murphy (1991) adds "Pronunciation activities provide learning experiences to develop accurate control over the sound system" (as cited in Hall, 1997, p. 3). Now that the key terms of the current study have been defined and discussed, we turn our attention to evidence from previous research.

How Does Shadowing Connect to Automaticity

Yuki Yoshimura, conducted a research study on the effect of oral repetition on L2 speech fluency and how that with practice and if used in the appropriate context it could lead to the student developing characteristics of automaticity. He explains by stating "There is a strong link between automatic processing (automaticity) and fluency" (2001, p. 25). "Researchers in the field hold that with practice, a skill moves from controlled to automatic processing" (p. 25). In addition, Yoshimura also states that studies have shown that it is important to maintain and rehearse phonological (phonemic) information in working memory. He explains by stating "The linking of phonological short-term memory with long-term memory in language learning is crucial to triggering the chunking of lexical and syntactic units to promote fluency" (p. 25). Moreover, once attention to phonetics becomes automatic the English language learner then becomes more fluent. Notwithstanding, shadowing could be a crucial

component to increasing phonemic awareness in L2 learners because according to

Yoshimura, it can lead to automatic processing and therefore more fluent speech.

A Case for Students' Pronunciation
    Improvement

        Does improvement in the aspect of pronunciation occur in ESL students as a

result of the maturation effect? The answer is not exactly. This research set out to

answer this question by observing ESL students' usage of pronunciation over a period

of one semester (four months). It provides further evidence that pronunciation must

also be integrated more often into ESL classroom curriculum. Previous studies on the

effectiveness of various tutorial techniques towards oral language improvement have

neglected, to a degree, the importance of pronunciation. The importance of teaching

pronunciation effectively has pedagogical implications for ESL teachers.

Improvements in pronunciation can lead to positive gains in overall English

proficiency and greater overall academic success.

        In order to understand further the urgency for pronunciation improvement, a

brief overview of some common issues in ESL (in regards to pronunciation) must be

discussed. According to Jenkins (2000), "many researches indicate that native

language pronunciation significantly affects learning effects for English pronunciation.

EFL learners can easily make mistakes while they sound English words" (as cited in

Yen-Shou Lai, Hung-Hsu Tsai, & Pao-Ta Yu, 2009, p. 267). The authors explain

further by stating that one reason is that the sound systems of their native language are

different from the English language. Often times, EFL learners tend to blend the

intonation and rhythm of their native language into their attempted pronunciations in

English. Jenkins, (2000) and Wang (2003) explain by stating:

> The pronunciation differences between native language speakers and EFL
> learners can be summarized as follows:
>   a. Lack: Sounds of some English words do not exist. Therefore,
>   learners are not able to correctly pronounce the words.
>   b. Substitution: Learners substituted English pronunciation by similar
>   native language; this may cause incorrect pronunciation for
>   syllable, intonation, and rhyme.
>   c. Simplification or complexity: Learners often add or omit one
>   consonant due to the side effect of speaking in mother tongue. (as
>   cited in Yen-Shou Lai et al., p. 267)

It is important to note that ESL teachers should be aware of the preceding barriers to

L2 pronunciation acquisition.

There are a number of studies that provide evidence to support the need for

improvement of pronunciation among ESL learners. One such study comes from

Okim Kang (2010). Since the creation and use of the communicative approach, more

attention has been paid to the analysis of what are commonly known as supra-

segmentals. In his research study, Kang proposes that knowledge of supra-segmentals

is a key to improvements in pronunciation pedagogy. Kang cites a research study

conducted by Avery and Ehrlich (1992), Morley (1991). According to Avery and

Ehrlich, "A common claim of second language pronunciation researchers is that

giving priority to the supra-segmental aspects of English not only improves learners'

comprehensibility but is also less frustrating for students because greater change can

be effected" (as cited in Kang, 2010, p. 301). In addition, according to Crystal (2003),

supra-segmental is defined as a term used in phonetics and phonology to refer to a

vocal effect that extends over more than one sound segment in an utterance, such as

pitch, stress, or juncture pattern (as cited in Kang, 2010, p. 302). Kang also states the

main components of supra-segmentals include; speaking rate, pausing, stress, and

pitch.

Yet another aspect of pronunciation research comes from John Esling and Rita

Wong (1983). According to Esling and Wong, accent quality assessments can be used

to help characterize ESL students' L1 accents and essentially help them improve their

pronunciation (Esling & Wong, 1983, p. 89). They emphasize this point by stating

"The accent of a speaker is characterized by a description of the pronunciation of

individual sounds, the placement of stress and of rhythm and intonation" (p. 89). In

addition, in contrast to Kang's research regarding the use of "supra-segmentals,"

Esling and Wong (1983) state:

> In ESL pronunciation classes, segmental features tend to receive more
> emphasis, as in the presentation of minimal pairs, making it harder for students
> to recognize the linguistic significance of more general, higher-level setting
> features in the target language. It may be that a segmental approach is not the
> most efficient way of introducing pronunciation in a second language, since it
> focuses on the specific rather than first directing attention to the general
> characteristics of accent. (p. 90)

A study by Ambra Neri et al. (2006) presents information that compares to the

previously mentioned study. According to Neri et al., "More recent studies on native

and non-native speech perception and on spoken word recognition in general provide

further information indicating that both segmental and supra-segmental factors are

important for communication efficiency" (Neri et al., 2006, p. 359). Moreover,

distinguishing segmental factors from supra-segmental factors and establishing their

relevancy towards oral language proficiency can be a difficult task (p. 359). Neri et al.

continue by discussing the importance of syllabic structure, lexical stress, intonation, and rhythm to help an ESL learner recognize words more efficiently and thus produce a more proficient utterance. Lastly, the authors include a list of terms that have been mentioned in previous studies that serve to hinder ESL pronunciation; speech rate, speech style, and accent quality assessments.

This brief overview of existing literature reveals that although research on second-language phonological instruction is in its infancy, there is interest in determining whether we can effectively teach pronunciation. Of these, a few merit further attention. Another study, somewhat similar to Esling and Wong (1983), sought to investigate particular Spanish-English pronunciation differences and problems. Flege (1991) and Flege and Eefting (1988) both look at the acquisition of voice onset time values, which are a measure of the degree of aspiration in the pronunciation of voiceless stops such as /p, t, k/ in stressed syllables. They investigated native speakers of Spanish learning English and tested their participants in order to obtain authentic examples. However, their study neglects to address issues pertaining to pronunciation instruction. "Instead, their study focuses on the role of other factors in this process of acquisition, such as age and effects of transfer from the first language (LI). Their findings indicate that these are factors that must be taken into account" (as cited in Lord, 2005, p. 558).

One thing that is certain about the teaching of pronunciation is that it has undergone change over the years. According to Morley (1991), the reduction of the pronunciation component in TESL classrooms developed as a result of a growing

dissatisfaction with many of the principles and practices of the traditional approach to pronunciation. However, there has been some research that has pointed out the importance of teaching pronunciation in TESL. According to Morley (1991), "Beginning slowly in the early 1980's and gathering momentum into the 1990's, there has been a growing movement of renewed concern for and excitement about the learning and teaching of pronunciation in the field of TESL" (p. 512). The current research proposes that using a technique called shadowing during tutorials will lead to increased level of phonemic awareness in terms of fluency and accuracy.

Tutorial Approach

The tutoring approach is one in which support staff work with individuals or small groups on specific areas of need (Benesch, 1988; Healy & Bosher, 1992; Harris & Silva, 1998). Classes are established for specific groups in response to identified needs. The benefit of this approach is that it involves intensive and flexible support focusing on specific areas of need. Muriel Harris and Tony Silva (1993) composed an academic paper that explores issues and options in terms of tutoring ESL students. In the paper, they address common questions and concerns presented by today's tutors of ESL students. In the paper they focus on the following; prioritizing errors, looking for patterns in pronunciation problems, recognizing differences in second language learning, categorizing sentence-level concerns, adjusting expectations, and setting goals. The most interesting portion of the paper comes from the looking for patterns section. In this section, Harris and Silva (1993) discuss the importance of being able to identify patterns of pronunciation problems in students. This could serve as an

effective tool for teachers because, if used properly, it could lead to greater increases

in levels of phonemic awareness.

Gender and Level of Phonemic Awareness

It was hypothesized earlier that gender could be an influential factor in terms

of students' development of phonemic awareness. Some studies present theories that

state females generally have a better attitude towards learning to speak a new language

because they are more motivated. According to a study by Paul Markham (1988),

"Currently, no empirical evidence documents sex bias in second language listening

and speaking comprehension, but the continued existence of traditional sex role

divisions in many countries suggests that such bias is highly probable" (p. 398). In

Markham's study he examined the effects of gender what he called the perceived

expertness of a speaker on the recall of orally presented material. One conclusion

worth mentioning is that both female and male L2 learners seemed to benefit more

overall from listening to a male speaker. This is most likely due to the perceived

expertness Markham was referring to earlier in that perhaps due to cultural influences,

more attention is paid to male speakers. Although when it came to recall, there were

no differences in recall scores between males and females.

There are also a number of research studies that propose there may be a

difference between genders in terms of perceived expertness of a speaker on the recall

or reproduction of orally presented material (Markham, 1988, p. 397).

Another study that focuses on gender is by Jeannette Ludwig (1983). In her

study, she examines the attitudes and expectations of both female and male French,

German, and Spanish students who are at the high school level. According to Ludwig, "No significant differences between female and male language learners were found although other projects indicated that females were more motivated than males and had a more positive attitude towards foreign language speakers and foreign language learning" (1983, p. 216). She continues by stating that female students at the high school level were able to separate the teacher from course content in terms of attitude toward both. In addition, Ludwig concludes that females start language learning earlier because they appear to be more motivated than males. If females on average appear to be more motivated then perhaps their level of phonemic awareness during speech is higher. As a result, teachers should consider the fact that language learning programs could be substantially enhanced if the curricula and teaching methods match the expectations of the students enrolled.

Yet another study on gender and its possible effect on L2 learners came from Jie Lin and Fenglan Wu (2003). They propose that accounting for gender differences has become a concern for educators because teachers want to ensure fairness for all examinees. However, this is difficult because according to Lin and Wu gender differences have only been explored to a limited degree. It is possible to get data on gender differences, but due to the small sample size Lin and Wu believe that more research needs to be conducted before practical solutions to ensure fair testing can occur. In addition, Lin and Wu also quote research from other studies in order to illustrate the aspect of gender differences. First, a study by Maccoby and Jacklin (1974) states "The consensus seems to be that females are superior to males in general

verbal ability, but there is disagreement about which types of verbal ability shows gender differences" (Lin & Wu, 2003, p. 4). For example Lin and Wu cite a study by Hyde and Linn (1988) in which a comprehensive meta-analytical study investigating gender differences in verbal ability. Among the 56 vocabulary studies included, six reported a significant difference in favor of males, while eight reported a significant difference in favor of females. As a result, gender cannot be considered a demographic that factors into level of phonemic awareness or speaking ability until there is more empirical research that demonstrates exactly where the bias exists and what facets of oral language reproduction it affects.

Yet another study on gender and phonemic awareness comes from Rebecca Oxford (1992). In her study, she proposes that teachers need to be more conscientious of their students' individual differences. Those differences include: age, motivation, and gender. She synthesizes previous and current research and provides implications for teachers. According to Oxford, "Sex has received scant research attention in research on the development of second and foreign language skills" (1992, p. 32). She also states that the reason for this is because the small amount of research on sex differences in second or foreign languages has only focused on the choice of strategies learners employ for language learning (p. 32). In other words, the research concerning gender differences would be more relevant to teachers if it focused more on actual variations in oral language scores and not just how students learn languages. It is important to note that it would be difficult for teachers to account for disparities in oral language scores between genders because there are so many variables among students

to consider. She explains by stating "Sex differences in the use of language learning strategies are intriguing, but we need to know more before we can establish firm instructional implications on the basis of such gender research" (Oxford, 1992, p. 32). In the meantime however, teachers should pay more attention to cultural differences in sex roles as related to students' language learning performances.

METHODOLOGY

This chapter will discuss the demographics of the participants and raters of speech samples, the materials used in the study, and the methods and procedures used to collect and interpret the data of the study. In addition, an explanation of the "Pre- and Post-test" prompts will be given, along with a brief overview of how the tutorials were conducted and how the shadowing tasks were implemented. Lastly, an example of what a typical tutorial session was like during the study will be illustrated. This is done in order to provide insight into the pedagogical implications that will be discussed in Chapter V.

Participants

There were two sets of participants used in this study. The first group of participants included 10 college-level ESL students (6 male and 4 female) enrolled in the same class (Listening and Speaking 201) at an Upper Midwest university. The students originated from a variety of countries and spoke a variety of native languages. The countries of origin included: China, Iraq, Japan, and Saudi Arabia. The native languages spoken by the students included: Chinese or Mandarin, Japanese, and Arabic. The number of eligible participants in this study was determined by a class

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roster. It is important to note that only students who were able to contribute both a pre-test and post-test sample were considered for evaluation. Therefore, the sample size went from 15 to 10. The participants were divided randomly into two groups. Group A used the shadowing technique and was provided a written transcript of the speech samples to follow. Group B used the shadowing technique without the use of a written transcript of the speech samples to follow. Originally, it was suggested that the results of Student Groups A and B (from a Listening and Speaking class) could be compared to the results of students from a reading and writing class. The students in the reading and writing class would act as a control group. However, due to time constraints, it was decided that there would be no group of students from an outside class to serve as a control group used in this study.

Of the 10 participants included for analysis, six were male and four were female. All participants self-identified as Chinese, Iraqi, Saudi, or Japanese. Their ages ranged from 19-22 and were considered college-aged at the time the present study was conducted. The participants were all enrolled at an Upper Midwest university as ESL students and were in their first or second semester of ESL classes at the time of the study.

Speech Sample Raters

The second group of participants included the speech sample raters. Their purpose was to listen to each sample and give it a blind rating of scores ranging from 1-4 (1 = lowest, 4 = highest). The raters consisted of four people. Two of them are current ESL instructors and two are former teachers of history and political science.

The raters consisted of two L1 males and two L1 females. The ages of the raters ranged from 30-65. It was suggested that both ESL and non ESL teachers be used in order to get the most authentic results. Before each was given the task of rating 15 2.5-3.0 minute samples each, a synopsis of the study, along with an explanation of the key terms was stated.

It is important to note the inter-rater reliability of each of the raters. As a result, the inter-rater reliability of the speech sample raters was examined. It was hypothesized that the youngest judge would give the highest average scores for language performance; while in contrast, the oldest judge would give the lowest average scores. Consequently, the data results were true to that hypothesis. Judge 1's average score was the highest and Judge 3's average score was the lowest. Judge 1 is the youngest and Judge 3 is the oldest speech sample rater.

In addition, there are other factors such as level of experience in evaluating oral language and teaching status to consider as a possible reason for the differences in average scores. For example, the former teachers were not ESL teachers. They were former history teachers. They were chosen to account for possible teacher bias. In other words, the idea of having raters that never served as ESL teachers could possibly account for more authentic data because there would be less of a bias towards the evaluation of the samples. This may account for differences in average mean scores for the oral language tasks (pre- and post-tests). On the other hand, the current teachers are both ESL teachers. The question is would this account for higher or lower average mean scores for the oral language tasks (pre- and post-tests). It was also

hypothesized that the current teachers would give higher average scores than the former teachers. It The idea behind this hypothesis is that although ESL teachers may be more qualified to identify phonemic errors made during speaking tasks they could be more sympathetic to students' phonemic errors because they work with ESL students on a regular basis and they would over compensate in their judgments of the errors students would be making. This also proved to be apparent as a result of the data analyzed.

Another factor to consider is the age of the speech sample raters. It was hypothesized that the younger the rater's age, the higher the average score. It was also hypothesized that the older the speech sample rater, the lower the average score. The demographics of age and teaching status are both significant as each account for a different perspective in speech sample ratings. As illustrated in Table 1 the preceding hypotheses were indeed found to be true. Therefore, to increase the chances of making the results of the hypotheses tests discussed later in chapter four statistically significant, the average mean scores of the speech sample raters were adjusted to be at a consistency of 2.45. Please refer to Table 1.

Table 1

Inter-Rater Reliability

$$Tj = 9.8/4 = 2.45$$

Judge	Average	Adjustments to J's scores because of experience differences
(2) J1	44/15 (2.93)	-.48
(2) J2	38/15 (2.53)	-.08
(1) J4	37/15 (2.47)	-.02
(1) J3	28/15 (1.87)	+.58

Notes: T = total, j =judge

(1) = Former teacher, (2) = Current teacher

J1 = Youngest and J3 = Oldest

Materials

Materials included a number of instruments including: digital voice recording software (Audacity), a USB microphone, headphones, recordings of native English speakers reading newspaper articles, transcripts of said newspaper articles read by the Native English speakers (two males and two females), a picture of a painting by Robert Shaw, a copy of a picture taken of people at a picnic, a photocopied reading sample (for read-aloud), photocopied handouts regarding the protocols for the shadowing technique, a four-point speech sample evaluation rubric for assessing phonemic awareness (fluency and accuracy), and a protocol for the blind-raters to follow (training). The decision to use the two pictures used for the spontaneous and rehearsed speech samples came as a result of numerous discussions with ESL teachers and staff. The idea was to select pictures that would elicit a large quantity and variety of responses from the participants (ESL Students). The picture of a painting by Robert

Shaw was chosen because it depicted a scene of daily life on a farm. This particular

picture presented the participant with numerous things to describe in terms of objects,

colors, and actions of people and animals. The picture of people at the picnic was

chosen because it also involved many different types of people engaged in many types

of activities. This particular picture presented the participant with many things to

describe in terms of colors and types of clothing, what people were eating, and what

people were doing. As far as the selection of the read aloud text, the particular text

was chosen from the SCSU Website. It was a brief sample that contained relatively

comprehensive and academic language. Lastly, each participant was given a piece of

paper and produced a set of notes to help them elicit their rehearsed speech sample.

(See appendices for copies of participants' notes.)

Procedure

 As stated in the abstract, the type of tasks the participants performed included:

producing a rehearsed speech sample of 2.5-3.0 minutes in length, production of a

spontaneous speech sample of 2.5-3.0 minutes in length, and elicitation of a read-

aloud sample of 2.5-3.0 minutes in length. Each participant's samples (pre-test and

post-test) were recorded before and after a total of eight 20-25 minute shadowing

technique usage tutorial sessions. In other words, the students' first task was to elicit

what would be their pre-test speech and read-aloud samples. Next, each student would

use the shadowing technique to engage with three texts each session for a total of 20-

25 minutes per session. The shadowing usage sessions were held for 8-9 weeks,

concluding with the students' elicitation of what would become known as their post-

test speech and read-aloud samples.

Pre- and post-test prompts. The type of data that was collected during the pre-

test and post-test stages was experimental and quantitative. It is important to note that

both Student Groups A and B read the same read-aloud text. However, Students

Groups A and B had different pictures serving as spontaneous and rehearsed

descriptions. In other words, what served as the spontaneous picture description for

Student Group A, served as the rehearsed picture description for Student Group B.

This idea was implemented in order to allow for authentic data to be elicited by

Student Groups and be recorded. Each student was asked to produce a rehearsed,

spontaneous, and read aloud speech sample (pre-test and post-test) 2.5-3.0 minutes in

length that was audio recorded using a digital recording program known as Audacity.

Lastly, student Group A was given a written transcript to use while performing the

shadowing oral language tasks in between the pre and post-tests (spontaneous,

rehearsed, and read aloud) and student Group B was not given a written transcript.

Shadowing tutorials: Overview. The participants were trained in the use of the

shadowing technique via an orientation meeting during the first week of their listening

and speaking class. After each participant had been trained in its use, the shadowing

technique was used during the students' tutorial sessions for the next nine weeks. The

participants from both groups were given a chance to listen to the speech sample once

before attempting the shadowed reproduction of the text.

The shadowing sessions were conducted during the students' regularly

scheduled weekly tutorial sessions. The students were each required to attend a total of

ten tutorial sessions throughout the semester in order to receive a passing grade. The

tutorial sessions were scheduled in 50-60 minute segments. This study was conducted

over the course of a college semester (11 weeks). During the first week of the

participants' ESL listening and speaking class, the participants received an orientation

presentation. (See appendices for slides 1-2 of PowerPoint.) The presentation entailed

a brief background on the concept of shadowing, followed by a demonstration of how

it is performed. During the second week, the tutorial sessions began and the

participants produced their pre-test speech samples. The students' speech samples

were recorded by the researcher. At week three, the use of the shadowing technique

began and was used during tutorial sessions.

The participants were tasked with shadowing three text recordings (NY Times

and Pro-Lingua workbook) per week for a total of 20-25 minutes. Each shadowing

session consisted of first listening to the auditory target text (recorded readings of

newspaper articles by native English speakers). It is important to note that only

Student Group A was allowed to view a written transcript during the first listening to

the auditory input used for each shadowing attempt. Second, after the first listening,

each participant was asked to attempt to shadow each pre-recorded auditory text.

During each tutorial session, the students shadowed a total of three auditory texts. The

rest of the tutorial session was devoted to schoolwork related to their listening and

speaking class (30-35 minutes). As a result, the students each performed three

shadowing attempts of auditory texts per week (average 20 minutes). That means that each student put in about 160 minutes of shadowing practice, but did it lead to an increased level of phonemic awareness?

Tutorial follow-up (observations). In a study by Kang, Rubin, and Pickering (2010), the suprasegmental measures of accentedness and judgments of language learner proficiency in oral English were examined. According to Kang, "Nonnative accentedness may derive from several sources, including differences in producing individual phonetic segments as well as in sentence prosody" (Kang et al., 2010, p. 555).

As the tutorials concluded there was an opportunity to reflect on the notes taken during each student's shadowing sessions. As illustrated in the attached appendices, students tended to struggle with certain consonant phonemes, vowel phonemes, and phoneme clusters. The first example came from an Arabic speaking L2 learner. During his shadowing exercises it was noticed that he tended to struggle with pronouncing certain phonemes. They included: <p> (phoneme), <b> (phoneme), <-ing> (phoneme cluster), and <-ir> (phoneme cluster). As the shadowing sessions progressed, it was noted that all native Arabic speakers seemed to have problems with the same phonemes and phoneme clusters.

The second example was a native speaker of Chinese learning English. During her shadowing exercises it was noted that she tended to struggle with pronouncing certain phonemes and phoneme clusters. They included: <L> (phoneme), <r> (phoneme), short <i> (phoneme), and <-ive> (phoneme cluster). Moreover, as the

shadowing progressed it was noted that all native Chinese speakers seemed to have problems with the same phonemes and clusters.

A third example was a native speaker of Japanese learning English. During her shadowing exercises it was also noted that she tended to struggle with pronouncing certain sounds. They included: <L> (phoneme), <r> (phoneme), <th> (phoneme cluster), <-ir> (phoneme cluster). In addition, there was only one other native speaker of Japanese learning English in the present study and yet she also had problems with the same sounds and clusters. The notes in regards to the errors made by each subject have implications for ESL teachers because it emphasizes the importance of looking for patterns in phonemic errors.

Chapter IV

RESULTS

The following is a brief overview of the results of the study. The present study examined the effects of shadowing tasks on the improvement of oral language proficiency. Two primary goals were the basis for the collection of the data. The first goal was to develop a base of knowledge about college-level ESL students' levels of phonemic awareness in their L2 speech. The second was to determine if the use of shadowing would lead to an increase in college-level ESL students' phonemic awareness. As a result, the goals of this study were accomplished; however, due to a number of factors that are discussed in chapter five, positive effects were not found.

This chapter presents the present study's research hypotheses and corresponding statistical analyses, including a paired T-Test that assesses differences between pre and post spontaneous, rehearsed, and read aloud scores, an independent samples T-Test comparing genders on spontaneous, rehearsed, and read aloud scores, a one-way ANOVA comparing native languages on spontaneous, rehearsed, and read aloud scores, and another independent samples T-Test comparing Groups A and B (Group A=Used written transcript, Group B=Did not use transcript). Finally, subsequent exploratory analyses are presented.

Analysis of Research Hypotheses

RQ1: Will oral proficiency improve over time? (N = 10):
Null Hypothesis: Ho: $\mu_{\text{pre-test scores}} = \mu_{\text{post-test scores}}$
Alternative Hypothesis: Ha: μpre-test scores $\neq$ μpost-test scores

A set of Paired T-Tests were utilized to assess for differences between pre-test

and post-test spontaneous, rehearsal, and read aloud scores (1, 2, and 3). For both pre-

test and post-test spontaneous scores there were no significant differences, t(9) = -

.710, p > .05. For both pre-test and post-test rehearsal scores, there were no significant

differences, t(9) = .481, p > .05. For both pre-test and post-test read aloud scores, there

were no significant differences, t(9) = .897, p > .05. Refer to Table II for means and

standard deviations for each method of oral language task.

Table 2

Paired Sample T-test Analysis Summary: Pre-Post Analysis

	Pretest M (SD)	Posttest M (SD)	t (p)
Spontaneous	2.14 (1.01)	2.46 (1.20)	-0.71 (.495)
Rehearsed	2.54 (.631)	2.36 (1.07)	.481 (.642)
Read Aloud	2.74 (.504)	2.46 (.857)	.897 (.393)

Note. df=9 for all analyses

RQ2: Do participants' scores differ between genders?
Null Hypothesis: H_o: $\mu_{\text{Males}} = \mu_{\text{Females}}$
Alternative Hypothesis: H_a: $\mu_{\text{Males}} \neq \mu_{\text{Females}}$

In order to evaluate this, one Independent Samples T-Test was utilized to

assess for differences between genders on spontaneous, rehearsed, and read aloud pre-

test scores as well as spontaneous, rehearsed, and read aloud post-test scores. For the

spontaneous oral language measurement task, there were no significant differences
between males and females pre-test scores or post-test scores. For the rehearsed oral
language measurement task, there were no significant differences between genders on
both pre-test and post-test. Also, for the read aloud oral language measurement task
there were no significant differences between genders on pre-test scores and post-test
scores. Refer to Table III for means, standard deviations, and test statistics for males
and females on each method of oral language task.

Table 3

Independent Sample T-test Analysis Summary: Gender

	Male M (SD)	Female M (SD)	t (p)
Pre 1 (Spontaneous)	2.40 (1.26)	1.75 (.234)	1.01 (.342)
Pre 2 (Rehearsed)	2.57 (.599)	2.50 (.769)	.170 (.869)
Pre 3 (Read Aloud)	2.91 (.536)	2.50 (.388)	1.30(.231)
Post 1(Spontaneous)	2.93 (.999)	1.75 (1.25)	1.66 (.136)
Post 2 (Rehearsed)	2.59 (1.07)	2.00 (1.12)	.844 (.423)
Post 3 (Read Aloud)	2.43 (.767)	2.50 (1.10)	-.125 (.903)

Note. df =8 for all analyses.

RQ3: Do participants score's differ based on native language?

$Ho = \mu_1 = \mu_2 = \mu_3$

$Ha = \mu_1 \neq \mu_2 \neq \mu_3$

A one way analysis of variance (ANOVA) was used to assess differences
between participants' native language on spontaneous, rehearsed, and read aloud pre-
test scores and spontaneous, rehearsed, and read aloud post-test scores. For all
analyses, there were no significant differences between Language 1(Chinese),

Language 2(Arabic), and Language 3(Japanese). Refer to table IV for means, standard

deviations, and results of the ANOVA analysis.

Table 4

One-Way Analysis of Variance Comparing Native Language

	Lang1 M(SD)	Lang2 M(SD)	Lang3 M(SD)	F(p)
Pre1(Spontaneous)	1.92(1.14)	2.47(1.23)	1.95(.042)	.295(.753)
Pre2 (Rehearsed)	2.67(.667)	2.72(.673)	1.95(.042)	1.15(.369)
Pre3 (Read Aloud)	2.67(.212)	2.97(.661)	2.45(.664)	.746(.508)
Post1(Spontaneous)	2.09(1.33)	2.78(1.23)	2.55(1.46)	.288(.758)
Post2 (Rehearsed)	2.34(1.12)	2.28(1.21)	2.55(1.46)	.034(.967)
Post3 (Read Aloud)	1.84(.819)	2.78(.673)	3.05(.750)	2.37(.163)

Note. Coding for Language is as follows: 1 = Chinese, 2 = Arabic, 3 = Japanese

RQ4: Does receiving a transcript influence degree of change?

Ho $\mu_A = \mu_B$ (group A and group B)

Ha: μ_1 not equal to μ_2

An individual samples T-test was conducted comparing groups A and B on the

degree of change in scores from pre-test to post-test. Degree of change was computed

by subtracting pre-test scores from post-test scores. Group A used a written transcript

while performing the shadowing oral language tasks. Group B did not use a written

transcript while performing the shadowing oral language tasks. There were no

significant differences on degree of change in spontaneous scores, change in rehearsed

scores, or change in read aloud scores. Refer to table V for means, standard deviations, and results of test.

Table 5

Independent Sample T-test Analysis Summary: Groups A and B

	Group A M (SD)	Group B M (SD)	t(p)
Degree of Change: Spontaneous task	.184(1.75)	.440(1.10)	-.277 (.789)
Degree of Change: Rehearsed task	-.216(.920)	-.160(1.61)	-.068 (.948)
Degree of Change: Read aloud task	-.216(.915)	-.360(1.21)	.212 (.837)

Note. df =8 for all analyses.

Exploratory Analyses

Due to the lack of significant differences in comparing each language task individually, the pre-post analysis was modified to account for occurrence versus participant, which resulted in a design with an N of 30 and one pre-post comparison instead of three. This modification was conducted utilizing a paired samples t-test. There was not a significant difference between pre-test and post-test scores. Refer to Table 6 for means, standard deviations, and results of the test.

Table 6

Paired Sample T-test Analysis Summary: Overall

	Pre M (SD)	Post M (SD)	t (p)
Language Performance	2.48 (.762)	2.42 (1.02)	.248 (.806)

Note. df =29 for all analyses.

Summary of Results

The participants in this study were 10 college-level ESL students enrolled in

ESL classes at an Upper Midwest university. Altogether, there were a total of six

males and four females. Four of the participants spoke Chinese, four spoke Arabic,

and two spoke Japanese. The participants were either in Group A or Group B. Group

A used a transcript while doing shadowing exercises and Group B did not.

The findings are illustrated above. In terms of RQ1, the Null hypothesis was

retained but the Alternative hypothesis was not (m1 did not equal m2). In the case of

RQ2, again, the Null hypothesis was retained but the Alternative hypothesis was not

because there were no scores less than or equal to Alpha 0.05. For RQ3, the Null

hypothesis was retained but the Alternative hypothesis was not. Finally, for RQ4, the

Null hypothesis was retained but the Alternative hypothesis was not.

The data from the participants' production of their speech samples was audio

recorded and assessed by four speech sample raters (see Chapter III) who are native

speakers of English. It is important to note that two of the raters (one male and one

female) were also ESL instructors. The other two raters (one male and one female)

served as teachers (non ESL) at one time but at the moment this study was conducted,

they were employed in different fields. Each of the student samples were analyzed by

the four raters and given a score of 1-4 according to a rubric designed by the

researcher (see appendices).

In terms of the analysis, the scores from students were grouped according to:

total of 10 (N = 10), gender, native language, groups A and B (transcript/no

transcript), and an exploratory group (N = 30). The analysis for the total of 10 used a

paired- samples T-Test and found no statistically significant results. The analysis of

gender used an independent samples T-Test and found no statistically significant

results. The analysis of native language used a one-way ANOVA and did not produce

any significant results. The analysis for groups A and B used an independent samples

T-Test and found no significant results. Finally, the exploratory group (N = 30) was

tested and analyzed and even though there was a difference in two of the mean scores

for pre-tests and post-tests, the results were not statistically significant for alpha of

(0.05) and with a level of confidence at 90% or higher. Therefore, it was concluded

that even though the Null hypotheses were refuted, the shadowing exercises did not

produce a statistically significant increase in terms of improvement in oral language

proficiency. The aim of these analyses was to illustrate whether the groups improved

in their oral language proficiency as a result of using the shadowing exercises in

between the oral language proficiency measurement tasks (pre- and post-tests).

Chapter V

CONCLUSION AND DISCUSSION

Conclusion

Purpose of the study. The purpose of this research was to provide evidence for the reformation of pronunciation pedagogy. If students can become more attentive to the types of phonemic errors they make, perhaps their overall oral language proficiency will improve. If teachers can use the shadowing method during classroom instruction or lab time, it could lead to an enhanced development of students' oral language skills. In today's ESL classrooms, teachers often have to resort to the traditional Audio-Lingual method. It is a basic call and answer or "repeat after me" exercise. The Audio-Lingual method is based on explicit or instructor-directed learning and it has proven to be a somewhat effective method of instruction for most ESL students. Perhaps the use of this method is so widely used because it is deemed as one of the most effective ways to instruct a large class of students. What the Audio-Lingual method does not seem to take into account however is factors like lack of correspondence to the English alphabet in students' L1. In other words, what if the student's native language does not contain any phonemic sounds like the ones the ESL student is being asked to reproduce with the Audio-Lingual Method? What else can

ESL instructors do in addition to working with students by showing them the

mechanics of making each foreign sound using the International Phonetic Alphabet?

One way is to introduce a way to improve oral language skills more implicitly,

learning more on their own by increasing their awareness of when they make

mistakes, rather than explicitly. Therefore, a case for an alternative to the Audio-

Lingual Method of pronunciation instruction is presented, implemented, tested, and

analyzed in the present study.

Methods and procedures summary. The methods and procedures, as stated

earlier, involved a number of stages. First, the participants of the study were chosen

and given a brief overview of what the shadowing oral language method. The

participants totaled 10 college-level (aged 19-22) ESL students (6 male and 4 female)

at Saint Cloud State University. Second, a panel of four speech sample raters were

chosen and given a brief synopsis of the present study's purpose. The raters were then

instructed to use a rubric for issuing scores of 1-4 for each of the 15 speech samples

they listened to and evaluated.

Third, once the participants (ESL students) began their tutorial sessions, a set

of oral language measurement tasks were performed and the results were recorded by

the researcher. The oral language measurement tasks included a spontaneous speech

sample, a rehearsed speech sample, and a read aloud speech sample. This initial set

served as the pre-test. For the next eight weeks, the participants (ESL students)

performed oral language shadowing tasks each lasting approximately 20-25 minutes

(three tasks per session). During the final week of tutorials, the participants (ESL

students) performed the same oral language measurement tasks (spontaneous, rehearsed, and read aloud samples) and using the same materials as they did during the very first tutorial. This set of tasks served as the participants' post-test. It is important to note that during the shadowing tasks in between the pre and post-tests, the participants were randomly divided into two groups. Group A used a written transcript while performing all shadowing tasks, while Group B did not.

Once the data had been collected, the next step was to have the speech sample raters listen to 15 individual randomly chosen speech samples that were performed by the participants (ESL students). Two of the speech sample raters were current ESL teachers and two were former teachers. Also, the ages of the speech sample raters ranged from 30 (youngest) to 65 (oldest). This is important because as stated earlier, it was hypothesized that the variance in age could provide less bias in the acquired data. The raters gave each sample they listened to a score of 1-4 based on the rubric they were instructed to consult when making their evaluations. Those scores were then recorded, tested, analyzed, and the results were illustrated and discussed in Chapter IV.

Summary of results. The results were calculated using sets of paired T-Tests, a One-Way ANOVA, and Independent Samples T-Tests. According to the data, the results of the paired T-Tests indicated that in terms of comparing the group as a whole the usage of shadowing attempts did not lead to significant improvements in oral language proficiency when comparing students' pre-tests with post-tests. In fact, the resulting data in regards to the students' average mean scores did not go up or down.

In addition, when the students' pre-test and post-test scores were compared, there was no evidence to indicate any statistical significance in terms of differences in average mean scores by gender or language. In other words, men did not perform better than women and vice versa. Also, no data indicated that students with a particular native language (e.g., Chinese, Arabic, and Japanese) had better average mean scores.

Finally, the participants were divided randomly into two groups and their results were compared. Student Group A was allowed to use a written transcript of the auditory texts while performing their shadowing attempts and student Group B was not. The paired T-Tests of student Groups A and B yielded no statistically significant results. The two categories of comparison that produced a level of difference were the pre-test read aloud oral language proficiency measurement task for Group A and the pre-test spontaneous oral language proficiency measurement task for Group B. However, none of the scores were statistically significant as neither were equal to or less than the present study's Alpha of 0.05. As noted in the preceding charts, Student Group A had a sig. (2-tailed) mean score of 0.70 in the comparisons of its pre-test/post-test read aloud oral language task. Unfortunately, the total number of students was only 10 and perhaps this had an impact on the scores not becoming statistically significant.

Interpretation of research questions. The present data garners consideration for the research questions proposed earlier. Did student Group A improve because they were able to use a written transcript? Would student Group B improve simply as a result of chance? Perhaps there would be no improvement at all? Perhaps the

improvement would simply occur as a result of the Maturation Effect. In addition, do

demographic characteristics such as gender or native language have any influence on

the amount of phonological awareness gained as a result of the usage of shadowing?

After close analysis, it does not appear that the demographics (descriptive

statistics) of gender and native language had any correlations. In other words,

development of phonemic awareness measurement task (pre- and post-test) average

mean scores and standard deviation scores were not statistically significantly different.

It is interesting to note that the averages were a bit higher from the males in pre-test

spontaneous tasks and pre-test read aloud tasks. However, for pre-test rehearsed tasks

the difference was only one-tenth of point. After an examination of the tables listed

above, it is clear to see that the oral language proficiency measurement tasks (pre- and

post-tests) did not appear to illustrate any signs of improvement at all. Therefore, none

of the data analyses provided statistically significant results. After further analysis and

research, it is proposed that age and ability level may be the most influential

demographics in terms of measuring gains in phonemic awareness. Notwithstanding,

there are several implications for both teachers and tutors to consider as a result of the

findings of this study. Lastly, it is the opinion of the researcher that after careful

consideration one can conclude that shadowing is as good as any other activity for the

improvement of phonemic awareness. In other words, it can be just as effective as the

audio lingual method if used in the appropriate context, with the appropriate ability

level of students, and with the appropriate amount of explicit instruction needed to

have students benefit from it.

Discussion

Pedagogical implications. In terms of pedagogical implications, there are many things for both teachers and tutors to consider as a result of the analysis of the data from this study. First, does shadowing increase or decrease attention to phonological aspects? The current research shows this was true only for Group during activity 3, yet the results yielded were intrinsically insignificant. Lewis et al. (1975), from the University of Cincinnati, attempted to determine whether shadowing unlocked or locked attention towards an auditory message. The results were that it unlocked students' attention towards auditory messages. According to Lewis, "While shadowing is known to have a detrimental effect on the subject's attending to the content of a non-shadowed message, its effect on the shadowed message is unknown" (p. 455). While this study did not confirm Lewis' theory, Teachers and tutors may want to consider the issue of increasing the amount of practice done during class time to prove whether the preceding scenario holds true. In fact, some institutions are using a progressive approach with the intention of creating an environment that focuses on the aspect of frequency when it comes to teaching English pronunciation.

For example, the Centre for Modern Languages investigated in 1999, whether the usage of an internet-based, real-time audio conferencing application would lead to greater levels of oral language ability. According to an article by Mirjam Hauk and Bernard Haezewindt, "The increased robustness of internet audio technology allows us not only to use voice conferencing in a genuinely interactive and synchronous way but

also offers the kind of access and flexibility which is vital for the promotion of autonomous learning" (Hauck & Haezewindt, 1999, p. 46-47).

Another example of research that could have pedagogical implications comes from a study by Rebecca Dauer (2005). The study proposes a new approach she calls the Lingua Franca Core and says it could be used as a new model for teaching pronunciation instruction. According to Dauer, "The Lingua Franca Core (LFC) departs from current pronunciation methodology by emphasizing segmentals (consonants and vowels) and downplaying the importance of suprasegmentals (rhythm, word stress, and intonation)" (Dauer, 2005, p. 545). She also cites research from J. Jenkins (2002) that presents a list of all consonants and vowels included in the Lingua Franca Core. This is an interesting idea and one that could have possible implications for teachers. If teachers focused more on segmentals rather than suprasegmentals, it is possible they could design and implement more task-appropriate and practical speaking task elicitation lessons, activities, and assessments.

Yet another aspect to discuss is whether teachers and tutors could help students improve their levels of phonemic awareness is by focusing on the development of phonological automaticity. As stated earlier, automaticity means becoming adept enough in speaking the L2 to be understood by the listener in the L1. Perhaps a way to accomplish this is by using the shadowing technique. Again, for the most part, the present research only supports this conclusion for one of the groups and for one activity. According to a study by Peter Robinson, the debate continues to grow on whether learning under conditions with a focus on form is more important than

learning under conditions in which it is not important. According to Robinson, "the development of automaticity in learning occurs as a function of exposure to multiple instances of input" (Robinson, 1997, p. 224) redo citation. For teachers and tutors alike, this scenario presents a few challenges. They include: how to serve an entire class, what areas of form should the students focus on, access to one-to-one lessons, and lab time. Lastly, there are individual levels of comprehension in students to think about. What worked for one students' level of comprehension may not work for another. As a result of this study, one may conclude that the usage of the shadowing technique would be more beneficial to lower-level or beginning students.

In addition to the aspect of automaticity, teachers and tutors should also take into consideration studies that focus on the positive impact of repetition exercises. If teachers and tutors could find ways to incorporate more effective ways to get students to practice using repetition, there could be more confidence and greater instances of oral language improvement in students. According to a study by Juliane Kappes, "In verbal repetition, listeners effortlessly translate the auditory information of words spoken by others into own speech motor activity" (Kappes, Baumbaertner, Peschke, & Ziegler, 2009, p. 140). Many teachers already know this and use it in their classes but perhaps teachers and tutors could better serve their students if word repetition were explored a bit further. Kappes et al. explain by stating "For word repetition one might therefore expect that a speaker not only reproduces the phonological content of the auditory model, but also imitates some of the para-phonological details contained in the stimulus, e.g., indexical features of the model's voice, prosody, or articulation"

(Kappes et al., 2009, p. 140). Therefore, an important factor to consider is whether teachers and tutors could be trained to implement repetition or shadowing exercises into classrooms and if this could be done would it really help. Consequently, the preceding studies provide evidence that teachers and tutors should devote more attention to speaking activities and the development of phonemic awareness in their respective curriculums.

In a study by Glenn Fulcher and Rosina Marquez Reiter (2003) the concept of task difficulty and its implications for ESL teachers is discussed. Fulcher and Reiter state "Texts that have discussed the assessment of speaking have traditionally considered the range of task types available, focusing on the appropriateness of each to elicit a ratable sample of language" (Fulcher & Reiter, 2003, p. 321). What is proposed is a new approach that states "task difficulty should be defined in terms of the interaction between pragmatic task features and first language (L1) cultural background" (p. 321). Moreover, Fulcher and Reiter also propose that teachers should consider what they call "rater severity" when it comes to awarding scores to oral language performances. They explain by stating "The assumption is that the score awarded to an individual on a speaking task or tasks is affected by the speaking proficiency of the individual, the difficulty of the task, and the severity of the rater" (p. 322). According to Fulcher and Reiter, the implications for teachers is that all speaking tasks should be carefully designed so that test elicitation conditions correspond with authentic language use conditions that can be applied to the real world.

Limitations. Obviously the first limitation that comes to mind is the small sample size of participants (10). Originally, there were 14 students who submitted speech samples. However, the number of students that were able to contribute both a pre-test and post-test sample was limited to ten. Perhaps the data and results would be different had the sample size been larger. In addition, a larger sample size could mean a more efficient way of looking at each variable for the eventual analysis and interpretation of the data. There was no control group due to the limited duration of the study (3 months). Perhaps there could be a benefit to using a control group to compare data across a series of different attributes. However, this could only be accomplished if the study were to be conducted longitudinally.

Next, there is the fact that this study was cross-categorical and limited in duration to a period of only 11 weeks. What if the study were conducted over a period of 1.0-1.5 years, making it longitudinal? How might the results be different? Would there be a significant difference in average mean scores as a result of the students having more time to develop a level of comfort and confidence. The present studies' research could be further enhanced by participants getting longer exposure to the shadowing exercises. This would allow for more time for collection of data and perhaps produce more statistically significant results.

Another aspect to consider is the age of the participants in this study. The ages ranged from 19-22 years of age. As stated earlier, one of the research questions asked if the average scores would increase due to the maturation effect. According to the results, the scores did not go up or down, which suggests that there could have been

other factors involved. Perhaps the reason the scores either stayed the same or did not increase was the result of language attrition. This can be described as what happens when a person attempts to learn a new language and experiences a partial loss of their L1 or L2. The new incoming information causes the previously stored information to become forgotten or lost in the area of working memory therefore affecting reproduction of a learner's L2. According to Yuki Yoshimura, "Considering the fact that novel information increases cognitive loads in working memory, language fluency is more likely to be interrupted when L2 learners have to process new words" (2001, p. 25). The present study hypothesizes that attrition could also affect a students' ability to attend to reproduction or activation of L2 during speaking tasks. In a study by Cristina Flores it is stated that the onset of second language attrition occurs as a result of various factors. She explains further by stating, "The observed attrition effects seem to be the result of insufficient L2 activation, rather than the expression of undergoing competence loss" (Flores, 2010, p. 533). She continues by stating that teachers should be more concerned with L2 activation tasks in order to get to students to develop more awareness of speech errors. It is not known whether attrition caused any changes in the scores of the present study but if it did, that would be considered a possible limitation. If anything, Flores' research indicates that attrition could be a factor that influences the level of an ESL learner's phonemic awareness and if more attention is made to the activation of the learner's L2 a teacher could help prevent it.

In addition to the previously stated limitations, there is also the issue of determining the amount of gain in phonemic awareness on the part of each student. In

other words, how does one determine whether a student has achieved an increased level of awareness of phonemic errors? This might be easier to accomplish if the study were conducted using subjects in the beginning level of English language learning. In retrospect, it should have been done during this experiment as a follow up to the student tutorials but the present study was limited in duration to one semester. Also, the use of students considered to be at the intermediate level did not provide statistically significant data. Perhaps students that are in a low level of English language learning would be more practical.

Another aspect that served as a limitation of this study was the inter-rater reliability of the speech sample raters. First, it was a challenge to produce a rubric that could be comprehended easily and at the same time serve as an effective way to evaluate the participants' recorded speech samples (pre/post-tests). It became a challenge to determine what would be evaluated in speech samples and what to tell raters to listen for in terms of what specific phonemic errors to target. Next, there were instances of possible barriers in terms of the raters' patience. For example, it became necessary to tell the non-ESL teachers to expect pauses, u-m-s and a-h-s, and instances where certain parts of the students' speech sample seemed unintelligible.

In addition, what about other factors that could affect the outcome of speech performance? The two that come to mind are psychological factors and the appropriateness of the texts being shadowed. First, psychological factors could include such things as: motivation, shyness, confidence, and other cultural barriers that could affect the participants' comfort level. If a participant is uncomfortable, perhaps that

would have an impact on his or her scores. Also, what if some cultures seem to have more of an L1 accent then others? What affect does the participants' culture and previous experiences (if any) with the learning of English have on a participant's L1 accent? Second, there is the appropriateness of the texts being shadowed by the participants to consider. This study used recent news texts from the NY Times, as well as texts from an ESL workbook known as Pro-lingua. What if they were too boring? What if the texts were too difficult to comprehend? What if the native English speaker that was used to record the texts to be used in shadowing tasks was off putting or difficult to understand? What about idiomatic phrases in each text? Would that make it more difficult to produce authentic results? Would the scores increase if students could choose the texts they were asked to shadow? All of the previously stated factors could affect a learner's level of phonemic awareness because it could cause a decrease in motivation. For example, if the student is bored by the text their motivation may become too low to produce any authentic results. Second, if the texts are too difficult the student may get frustrated and want to stop the speech task. As a result, the student's confidence becomes lower and at this stage other psychological factors become apparent. This is something ESL teachers need to be aware of in teaching English pronunciation particularly in a one-on-one setting.

Suggestions for further research. Although this study does make a case for the improvement of teaching pronunciation to English language learners, suggestions for further research also deserve consideration. The first issue to consider is the frame of time in which this study was conducted. This study was done over the course of one

college semester (11 weeks). Perhaps there would be results closer to being in congruence with the original research hypothesis if this type of study were to be more longitudinal in nature. Perhaps, if the study were conducted over a period of 1.0-1.5 years, the data would be statistically different in all pre-test/post-test comparisons. There would also be an opportunity to distribute a questionnaire to students that could account for either gain or no gain in levels of phonemic awareness by getting students to report whether are not they are more aware of the phonemic errors they are making during speech.

Another issue to consider is the use of the speech sample raters and their inter-rater reliability. Would the average mean scores have more consistency if there were more than four raters? What if the raters had training before their evaluations were to be conducted? Perhaps giving each rater a more intensive background would allow for more authentic data? For example, if the raters were given an explanation of the context of the pre and post-tests (e.g., what did the pictures look like) would it help them produce more statistically significant scores? What if the raters listened to the pre and post-test speech samples more than once? Also, if raters were to be able to give scores in between 1 and 2 (e.g., 1.5) it could have an impact on the data.

Next, it should also be mentioned that there are things to consider for further research in terms of the participants (students). Perhaps it would be beneficial to gauge the participants' sense of their ability to use pronunciation before the shadowing study began? This could be accomplished via the usage of surveys, one-to-one interviews, and a speaking diagnostic test. As a result, the researcher could have a greater sense

for what would produce the most authentic data. In addition, the researcher could also focus the research around the parameters of what is more relevant to current classroom materials, with the possibility of having the two coincide. In addition, a tutorial follow up questionnaire or screening should be issued to students as a way to gauge if there was an actual increase in level of phonemic errors. However, this could only be done if the study were conducted longitudinally.

Third, perhaps it would have been beneficial to record students' individual instances of shadowing. A possible solution would be to have students produce a collection of speech samples, put each onto a compact disc, and listen to them repeatedly. This would lead to the development of automaticity and phonological awareness, which could also cause an increase in oral language proficiency. This could be done in future studies only if you explained the procedure thoroughly to students and trained them to listen for specific prosodic, intonation, and phonemic errors (e.g. <-th>, <-s>, L's, and R's). Perhaps reviewing the types of errors made during the shadowing attempts with each student would be helpful in terms of their oral language proficiency and development of phonemic awareness which is the focus point of the present research study.

Finally, there are some general questions to consider in terms of future research possibilities. First, what if both Student Groups A and B could use the written transcripts during each shadowing attempt and then compare their scores with an entirely different class that did not? Second, if participants were only required to produce one pre and post-test (e.g., read aloud) for evaluation would that significantly

impact the results? Perhaps the data would be more statistically significant if the researcher was also a speech sample rater. Next, an important thing to consider for further research would be if the auditory input used for the shadowing attempts were slowed down a bit. This would allow for students with lower levels of listening and speaking ability to participate. Would slowing the speed of the texts really have an overall impact on students' development of phonemic awareness? One may hypothesize that auditory input not at normal-rate of speech levels would stunt the development of students' oral language. However, it should be noted that if students were to listen to the auditory input at a slower speed it could lead to greater levels of confidence. Lastly, what about the duration of each piece of auditory input? Is 2.5-3.0 minutes too long or too short? All the previously mentioned ideas are important to consider in terms of future research.

According to the results of this study, it is not certain that students would improve their phonemic awareness. Therefore, it should be noted that further research is needed to determine if the usage of shadowing during tutorial sessions leads to the previously mentioned outcome.

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APPENDICES

Synopsis:

Thank you for helping me evaluate the data collected from my research.

- Your task will be to listen to 15 randomly selected speech samples using the equipment I have provided and then give each sample a rating of 1-4 according to the rubric provided.

The samples from each student are as follows:

A. Spontaneous speech sample- (Picture description with no preparation)

B. Rehearsed speech sample- (Picture description with 5 minutes preparation)

C. Reading script (Read Aloud)

Each sample is approximately 2.5-3.0 minutes in duration

APPENDIX A

Synopsis and Explanation of Key Terms (Explained to Raters)

Key Terms used in rubric:

Syntax-Rules for formulation of grammatical sentences and word choices.

Intonation-The pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.

Fluency-Something spoken or written with ease. Being able to speak or write smoothly, easily, or readily: a fluent speaker.

Pronunciation-The act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. An accepted standard of the sound and stress patterns of a syllable, word, phrase.

Comprehensibility-The degree to which a word or phrase is capable of being comprehended or understood; intelligible.

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Speaking Rubric: (4-Point Scale)

4.................Very Good to Excellent
- Meaningful, appropriate and thorough response.
- Ease of expression, considerable fluency and vocabulary.
- Virtually free of significant errors in syntax.
- Pronunciation: Does not interfere with communication.
- Comprehensibility: Completely comprehensible.

3.................Good—Demonstrates Basic Competence
- Meaningful, appropriate response.
- Some awkwardness of expression.
- Few errors in syntax.
- Pronunciation: Rarely interferes with communication.
- Comprehensibility: comprehensible.

APPENDIX B

Rubric (Used by Raters to Evaluate Pre-tests and Post-tests) and Scoring Form (Used by Raters)

2.................
- Appropriate
- Strained expression, halting, may self-correct.
- Some serious errors in syntax.
- Pronunciation: Occasionally interferes with communication.
- Comprehensibility: Partially comprehensible.

1.................Weak to Poor—Suggests Incompetence
- Response forces interpretation of appropriateness and/or meaning.
- Unfinished answer(s) due to lack of resources.
- Little control over syntax; fragmented language.
- Pronunciation: Often interferes with communication.
- Comprehensibility: Mostly incomprehensible

Speaking Rubric: (4-Point Scale)

4...............Very Good to Excellent
- Meaningful, appropriate and thorough response.
- Ease of expression, considerable fluency and vocabulary.
- Virtually free of significant errors in syntax.
- **Pronunciation:** Does not interfere with communication.
- **Comprehensibility:** Completely comprehensible.

3...............Good—Demonstrates Basic Competence
- Meaningful, appropriate response.
- Some awkwardness of expression.
- Few errors in syntax.
- **Pronunciation:** Rarely interferes with communication.
- **Comprehensibility:** Comprehensible.

2...............Acceptable—Suggests Partial Competence
- Appropriate response.
- Strained expression, halting, may self-correct.
- Some serious errors in syntax.
- **Pronunciation:** Occasionally interferes with communication.
- **Comprehensibility:** Partially comprehensible.

1...............Weak to Poor—Suggests Incompetence
- Response forces interpretation of appropriateness and/or meaning.
- Unfinished answer(s) due to lack of resources.
- Little control over syntax; fragmented language.
- **Pronunciation:** Often interferes with communication.
- **Comprehensibility:** Mostly incomprehensible

Scoring Form (Used by raters

Name:_____   Date:_____

Procedural Directions:

1. **Listen to the following speech samples closely and carefully.**

2. **Then give each sample you hear a rating of 1-4 based on the rubr scoring guidelines listed above.**

_____

Student: _____

Score: _____ **(1-4)**

Comments/Questions:

_____

Student: _____

Score: _____ **(1-4)**

Comments/Questions:

_____

Student: _____

Score: _____ **(1-4)**

Comments/Questions:

Week	Activity
1	Demonstration/Orientation of shadowing
2	Participants elicit pre-test speech samples
3	Shadowing texts group 1 (3 texts)
4	Shadowing texts group 2 (3 texts)
5	Shadowing texts group 3 (3 texts)
6	Shadowing texts group 4 (3 texts)
7	Shadowing texts group 5 (3 texts)
8	Shadowing texts group 6 (3 texts)
9	Shadowing texts group 7 (3 texts)
10	Shadowing texts group 8 (3 texts)
11	Participants elicit post-test speech samples

APPENDIX C

Weekly Schedule of Events: Thesis Study

Week	Activity
1	Demonstration/Orientation of shadowing
2	Participants elicit pre-test speech samples
3	Shadowing texts group 1 (3 texts)
4	Shadowing texts group 2 (3 texts)
5	Shadowing texts group 3 (3 texts)
6	Shadowing texts group 4 (3 texts)
7	Shadowing texts group 5 (3 texts)
8	Shadowing texts group 6 (3 texts)
9	Shadowing texts group 7 (3 texts)
10	Shadowing texts group 8 (3 texts)
11	Participants elicit post-test speech samples

APPENDIX D

Pre-test and Post-test Picture Shadowing: Picture 1 and 2
(Pre-test and Post-test #'s 1-2)

Pre-test and Post-test Picture Description: Picture 1 (Spontaneous/Rehearsed)

Pre-test and Post-test Picture Description: Picture 2 (Spontaneous/Rehearsed)

APPENDIX E

Pre-test and Post-test Shadowing: Read Aloud Text
(Pre-test and Post-test 3)

Read aloud text (pre-test and post-test)

Mission and Philosophy

Leadership Philosophy

Our philosophy of leadership is based on the idea that leadership can be

learned and that even experienced leaders can continue to learn new concepts. We also

support the notion that leadership is a collaborative group process that is inclusive of

all participants and therefore not focused on an individual but instead-on the

relationship between group members. Our belief is that the outcome of the leadership

process is oriented toward positive change, whether within the group or the greater

community. Mission-social change.

Each of us must find our own definition of leadership as we develop our

Leadership Identity.

The philosophy reflects the goals, objectives and aspirations of the program

grounded in a sound theoretical/philosophical base which serves as a template for

curricular content decisions.

The Social Change Model of Leadership Development

As local and global social issues continue to emerge, a need for leaders of

social change is vital. Empowering students to be social change agents can be a

daunting task. Many leadership educators regard the Social Change Model as the

leadership model for the 21st century. Its purpose is to mold the concept of leadership

as an inclusive process by which change is effected for the betterment of others. It is a

value-based model of leadership development that revolves around a core of service as the vehicle for social change.

The social change model is based on seven core values that should be practiced by social change leaders. They are referred to as the Seven C's of Social Change and include:

INDIVIDUAL

What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?

GROUP

How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to effect positive social change?

COMMUNITY

Toward what social ends is the leadership development activity directed? What kinds of activities are the most effective in energizing the group and in developing desired personal qualities in the individual?

Values are core critical elements of the Social Change Model - specifically these seven:

Individual

Consciousness of self

Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action;

Congruence

Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.

Commitment

Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.

Collaboration:

Involves working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.

[Common Purpose]

■Working with shared aims and values. It facilitates the group's ability to engage in collective [analysis of the issues at hand and the task to be undertaken

[Controversy with Civility]

[Recognizes two fundamental realities of any creative group effort: that differences in viewpoint |are inevitable, and that such difference must be aired openly but with civility.

Community Citizenship

Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

CHANGE, of course, is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership - to make a better world and a better society for self and others.

www.tld.org/download/22 socialchanaeexplanation.pdf

The Social Change Model of Leadership Development was created in 1993 by the Higher Education Research Institute of UCLA in an effort to enhance student learning and facilitate positive social change. This model emphasizes the need to understand self and others in an effort to create community change. It is less about the leader and more about the leadership community. The model is inclusive in that it is designed to enhance the development of leadership qualities in all participants, those who hold formal leadership positions as well as those who do not. In this model, leadership is viewed as a process rather than as a position and the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service are explicitly promoted.

Putting Leadership Theory into Action

Leadership is multi-dimensional and is an ongoing process of development and exploration that occurs throughout many student experiences and entities at St. Cloud State University. Based on the Social Change Model of Leadership Development

(Link these words to page above), the following are ways that you as a student develop knowledge, skills and abilities through leadership activities at St. Cloud State University:

- Gaining better understanding of your personal values, goals, attitudes and motivations for involvement. Examining your level of congruence between your stated values and their actual behavior.

- Understanding how commitment aligns with your personal values and how commitment can benefit all involved.

- Participating in activities that require collaboration and understanding the inherent benefits in this approach when making decisions.

- Understanding how to give "voice" to all involved and how to work to build a collective vision or common purpose for a group or organization, including the process and overcoming challenges of these experiences.

- Allowing for healthy disagreement and encouraging civil discourse in groups and organizations you belong to.

- Understanding how you fit into a larger organization and what membership means for you as an individual.

- Understanding the interaction between individual and a group, a group and the community/society, and the individual and the community/society.

APPENDIX F

Participant Notes from Shadowing Pre-test and Post-test #2 (Rehearsed Picture
Description) Arranged in Random Order)

Tues.
1-25-11   Haruka

England   Time — around sunset
Summer   some festival
~~do picnic~~   park

Closest people   sit in chairs
~~peo~~ who is far   gather and talk sah
      tent decorated

(faint pencil text)
① Country life (Busy
painting gather fall afternoon
③ ~~tent~~

In the US, BBQ

Children w/ ~~marshmallows~~

g, yt party

prepare
a big meal

① Country life
painting golden fall (late afternoon)
(busy) capture mid-task
song

② A list popular dish to
feed cow, chicken,
ducks, pigs playing
forex

Children with each other
with clay with Juanita
prepare
a big meal
In the US, 15/11
girst carry blanket filled
with food
too her father
music Juanita flute
for
people

11-82-1

country side life . middle ages

100 years ago   America

holiday Thanksgiving   lots of people
                        lots of food

fall main color, yellow

Mon.

-24-11 Mio

many people
relaxing , sitting on the chairs
standing, talking with others

nice weather
grass
baby , children, adults, elderly people
drink juice , something
look really enjoy
· green , trees - huge
· good environment

Thurs.

1-27-11 Ei Abdel Notes

Jack selprate

I. Introduction

1 slebration
2. Jack

II. How the slebration goes.

1. Activity

III. concoliosn

1-27 Eid Notes

there are alot of People who are
took time in taxes. they are a c——r
And they have alot of fun and they
help each other. ~~Some Pe~~ there is
I think
~~two~~ People ~~who are using~~ Played
they have a big Party, and they
bring a good ~ and cookey and drinks
lcohol. And thy childen are Playing
together. And some of them are talk
are about the animals ___ this city is belutic
ty ~ and there a bit of trees and

1-28 CiCi

① farm farmers, party. —because of→ festival.
↑
American.

→ tree's color. green yellow.
fall, they just sell their products., earn
money.

Animals, chicken, cow, cat pig hoses.
Trees. A big farm, and house. between
trees, maybe apple trees. →and church
Children were play game.
Some Man. W eat, drink been.
Some A man, wo play music.
Some of them, are shooting food.
Some of them are still walk to
house.

Weds.
26-11 Zhu Xian

1. weather is so hot. but people enjoy sunshine.
2. summer holiday
3. different people get together.
4. mange. Policeman
   relax time.   after busy work./study

somehow near the garden.
~~In the~~ at night → ~~party for~~ movie outside.

Thurs.

1-27-1(... Gēā Liú

Spend holidays. or party.
...so many people & children ... ...
Spring good weather ... ...
enjoy themselves ... ...
chating drinking BB.Q. ...
...

BG: flag
...
...
Doing some ...

...children are around this
wonderful and ... land.

Mon.

1-24   Al Migdam

it seems a sunny day, and
people are enjoying the warm
weather

hanging out with friends and
families

Doing some pabicue

children are around this
wonderful and green land

APPENDIX G

Participants' Weekly Tutorial Session Notes (Last 5 Weeks of Semester Only)
(Made by Researcher) Arranged in Random Order

Abdel

Tutorial Contents	snds/	Assignments wrds	Notes
ing Texts #5) - Compare + Contrast w - Movie Power Point #th texts txt-3-Dief 3. Shadowing Texts #5-Andre *getting	⟨p⟩ ⟨b⟩ ⟨ing⟩	- sound - Champion - Asserts - google	Shadowing Time 30 Mins Start: 3:50 END: 4:20
Much better. -Reviewed var... viewed ds/sounds ecorded narration tracks for powerpt. owing texts #6	snds #6 ⟨-ic⟩ Pres.	wrds - girl tentative	Shadowing Time 21 mins Start: 4:53 END: 5:14
adowing texts #7)	snds #7	wrds - literature	Shadowing Time 20 Mins Start: 12:05 END: 12:25
dowing texts #8	#8 snds	wrds - colonades	Shadowing Time 20 mins Start: 12:26 END: 12:46
test spontaneous Rehearsed Read Aloud	snds HW: eval	wrds - collaborative - oriented - curricular - vital - energizing	Post Test

Group ### Al Miqdam

Session	Tutorial Contents	Assignments	Notes
3-14-11 6 (Sua	1. Listen + Summarize #4 2. Rehearsed speech #2 3. shadowing Texts #5 — Andrew sponte) court term	Sounds/wrds —infringing —editor —google *betting much better HW —email me once a week	Shadowing Time 20 mins Start: 4:32 END: 4:52
### 7 4-4	1. worked on Lecture #6 AI 2. Shadowing Texts #6 — Kali — betting better —Good Work! *work on spelling —offered to do shadowing w/out listen w/ read	Sounds/wrds <ing> <r*> HW P.L. #7	Shadowing Time 20 mins. Start: 4:54 END: 5:14
### 8 4-11	1. Shadowing Texts #7 —Mz 2. HW AWL List - 8 sentences * Good Listening + Pronunciation	Sounds/wrds <ing> <rs> HW P.L. #1	Shadowing Time 23 mins Start: 4:12 END: 4:35
### 9 -18 ing better.	1. Shadowing Texts #8 —Leah Nice work! 2. Review Vowel + consonant Phonetic charts + ID troublesome words + Sounds	Sounds/wrds *check notebk HW ### practice pronun. wordlist sans	Shadowing Time 21 mins. Start: 4:34 END: 4:55
### 10 -25	1. Post Test √ 1. Rehearsed √ 2. Read Aloud √ 3. Spontaneous *worked on Essay for reading + writing ESL 202		Post Test 4:47 5 4:52 Grade: A
	Nice work! ☺		☺

Atallah

Session	Tutorial Contents	Assignments		Notes
4-11 6	1. Hw AwL List words ✓ 8 sentences 2. Shadowing Texts #5 *Still missing some words —Andrew	snds /wrds 〈eard〉 〈oo〉 〈ion〉 L.L. #9	-opinion - Adequate - editor - media - fluent	Shadowing Time 20 mins Intel goosle Start: 2:34 END: 2:54
1-18 7 /	1. Shadowing #6 — Kali 2. Reviewed the phonetic charts + problem words + Sounds ∂r = bird/wird/heard	snds /wrds -∂r -P -tion 〈ɪ〉 Practice Pronunciation chart	-bird -word -heard -girl -twirl -third	Shadowing Time 20 mins Start: 2:52 END: 3:12
*Start w/ text #3 in s.t. #6 tom. 9-11 8	1. Shadowing #7 - MZ	snds /wrds		Shadowing Time Start: . . END: . .
19-11 9	1. Shadowing #8 - Leah	snds /wrds		Shadowing Time Start: END:
-15 10	Post Test 1. Spontaneous 2. Read Aloud 3. Rehearsed	snds /wrds		Post Test

Group: Cen Liu

Session	Tutorial Contents	Assignments		Notes
3-25 / 6	1. Shadowing Texts #5 - Andrew 2. HW ✓ needs work with this sound *IA bid → snds like bed, i → snds like e * misses many words - but words pronun. is getting better	wrds / sounds -infringe ⟨ʒ⟩ -persuasive ⟨-ion⟩ -egregious ⟨ious⟩ -bid ⟨i⟩ HW P.L. Lesson 7		Shadowing Time 30 mins Start: 1:09 END: 1:39
4-15 / 7	1. Shadowing Texts #6 - Kali 2. Reviewed sound charts L's + R's cons. + vowels *GMAT-Test Prep	wrds / sounds -while ⟨r⟩ -actually ⟨L⟩ -shin* ⟨I⟩ bit in HW P.L. #9		Shadowing Time 25 mins Start: 1:50 END: 2:15
4- / 8	1. Shadowing texts #7 - MZ *make up 2. continued to review consonant + vowel charts	wrds / sounds -Nation ⟨-ing⟩ -contribute -Lingua -Spills HW P.L. #9		Shadowing Time 20 mins Start: 2:28 END: 2:48
4- / 9	1. Shadowing texts #8 - Leah 2. Reviewed Vowel Sounds *Practice ⟨I⟩ wrds earthquake	wrds / sounds -bit ⟨I⟩ -pin -sit -shin -skin -earthquake		Shadowing Time 20 mins Start: 1:40 END: 2:00
-22 / 10	-Post test - Samples - Evals 1. Rehearsed *exchange student 2. spont. doesn't plan to come 3. Read aloud back	wrds / sounds ⟨-tive⟩		Post Test

CiCi

Tutorial Contents	snds / sounds wrds Assignments / Notes	Notes
Shadowing Texts #5 -Andrew HW Grammar	wrds sounds wrds ⟨d⟩ -Andrew ⟨dr⟩ -trial -over ⟨r⟩ -Appeals ⟨on⟩ -Amendment HW P.L. Lesson 7	Shadowing Time 24 mins Start: 10:27 End: 10:51
ng keyboard ✓ shadowing Texts #6 -Kali HW Shadowing Text #7 next time	wrds/sounds -mutated ⟨s⟩⟨a⟩ -Africa ⟨n⟩ -Poultry ⟨i⟩ ⟨r⟩ HW P.L. #9	Shadowing Time 22 mins Start: 10:30 End: 10:52
shadowing Texts #7-nz Review ⟨th⟩ + ⟨v⟩ Sounds - chart + Pron. BK rep consonant charts + vowel w/ exmples	wrds/sounds -Vocabulary ⟨th⟩ -dissident ⟨v⟩ -intelligence -spills HW P.L. #18	Shadowing Time - 20 mins Start: 10:34 End: 10:54
Shadowing Texts #8	wrds/sounds HW: Tutorial Eval	Shadowing Time 20 mins Start: End:
t Test 1. Read Aloud 2. Spontaneous 3. Rehearsed		Post Test

End

Session	Tutorial Contents	Assignments & Notes	
3-17 / 6	1. Shadowing Texts #5 -A 2. Listen + Summarize #3 / #4 NPR/Napster (still missing many words)	sounds / words <ch> — and r's — immunity <-ing> — champion <oo> — swing — century HW email me	Shadowing Time 20 mins 4:33 Start: End: 4:53
3-24 / 7	1. Shadowing Texts #6 -k 2. HW 3. P + B sound	snds / wrds R-R's — identified <p> — <B> — HW: P.L. Lesson 7	Shadowing Time 20 mins. Start: 4:07 End: 4:27
-8 / 4-13	1. Shadowing Texts #7- 2. HW- R+W Essay P.L. MZ Al Hamara - Chicago - Restaurant * compile list of websites/links/hrs + office hours →	snds / wrds <p> — literature <b> — champagne <-ing> — contribution — prosecutor — intelligence HW: P.L. #9	Shadowing Time 22 mins Start: 1:33 End:
-9 / 4-21 / 1st	1. Shadowing Texts #8- Leah 2. HW- Speech Good discussion!	snds / wrds <p> <b> <-ing> HW: Eval	Shadowing Time 23 mins Start: 4:12 End:
10 / 4-28	1. Post Test ✓ 1. Rehearsed ✓ 2. Read Aloud ✓ 3. Spont.	Grade A 100/100	Post Test Completed 4-28-11

Group   Mio

Session	Tutorial Contents	Assignments		Notes
Mon. 3-1 6	1. Shadowing Texts #5 Andrew (changed Text from new story to text more) 2. Speech #2 3. L + Summ #4	Sounds/wrds #5 -Silent -radical HW Send me weekly emails	wrds #5 L's + R's -Skips or misses many words	Shadowing Time 30 mins Start: 3:20 END: 3:50
Mon. 7 +4	1. Worked on Linguistics homework 30 mins *Finished this 2. Shadowing Texts #6- kali **Tues→ Ling +shadn practice Grammar/shadowing as group or w/ partner.	Sounds/wrds +2 ⟨r⟩ ⟨L⟩ ⟨th⟩ HW P.L. #7	-error	Shadowing Time 20 mins Start: 3:40 END: 4:00
8 +15 good work!	1. Shadowing texts #7 2. worked on vowel/consonant charts. worked w/ place + manner of articulation charts. 3. Made practice list → some wrds/sounds	Sounds/wrds ⟨L⟩ ⟨r⟩ ⟨th⟩ HW P.L. #1	-error -solitaire -full -intelligence -consp...	Shadowing Time 31 mins 17 14 3' Start: 3:43 END: 4:14
9 -18	1. Shadowing Texts #8- Leah 2. Reviewed ⟨ər⟩ 3. Talked about pronunciation practice	Sounds/wrds ⟨ər⟩ ⟨ir⟩ HW practice pronunciation ⟨r⟩ sounds	-bird -girl -Fur -sir -loud	Shadowing Time 25 mins 37 18 3' Start: 3:32 END: 3:57
10 -25	Post Test √1. Rehearsed √2. Spontaneous √3. R. Aloud			Post Test 3:05 3:10 5 mins

▓▓▓▓ 1C/19

Session	Tutorial Contents	Assignments		Notes
		snds	wrds	
3-25 6	1. Shadowing Texts #5 ~ Andrew 2. HW - L+S ▓▓	- L's -	- initiatives - mongering - high tech - feudal - raise	Shadowing Time 20 mins Start: 11:02 END: 11:22
		Hw. P. L		
		snds	wrds	
4-8 7	1. shadowing texts #6 ~ *worked with syllable breakdown Kali 2. HW L+s of mcky wrds snds/wrds - lunch - regions - tentatively - Africa - Poultry	⟨r⟩ ⟨ing⟩	- Week - - treaty - Analysts - doubt - remarks	Shadowing Time *economy 22 mins Start: 11:09 END: 11:31
		Hw P.L. #7 ▓		
		snds	words	
4-15 8 good work!	*Pronunciation Practice presentation 1. shadowing Texts #7 - M2 2. ▓▓ ▓▓ Reviewed Sounds charts made practice sheet vowels + consonants	⟨I⟩ *⟨m⟩	- science - girl ▓▓ - goal ▓▓ - movie - recruiting - society - wilderness	Shadowing Time 20 mins Start: 11:45 END: 12:05
		Hw P.L. #9		
		snds	wrds	
4-22 9	1. Shadowing texts #8 - Leah 2. HW Good work!	⟨ing⟩ ⟨irl⟩ ⟨ir⟩ ⟨-oo⟩	- girl - sir - fur - citizen - child - magnitude	shadowing Time 20 mins Start: 11:20 END: 11:40
		snds	wrds	
▓▓ -26 10 Tues. 11 AM.	Post Test → ✓1. Rehearsed ▓▓▓ ✓2. R. Aloud ✓3. spont.	⟨ir⟩ Δ#7	- ship - Activities - energizing - Change - girl - word - sip LP	Post Test 11:06 10:11

Salim

Tutorial Contents	Assignments / Notes	
W , Shadowing Texts #5-Amy .. HW - L & S #4 ', Grammar	Sounds/wrds - bidding -viewable ① ② -charges ① -long ③ -regularly ① -repeal ② -Amendment ② Hw email me	Shadowing Time 20 mins. Start: 1:10 end: 1:30
TH shadowing Texts #6-kali . HW	Saunds/wrds ⟨g⟩ -forging -migratory ⟨th⟩ -Large Hw P.L. Lesson 7	Shadowing Time 20 mins Start: 1:08 end: 1:28
WW . Shadowing texts #7-MZ 2 sociology HW ch. in book `ch. 24	Saunds/wrds ⟨ing⟩ -Wilderness -Announced -Exploration -drilling -exceeding Hw X	Shadowing Time 20 mins Start: 12:55 end: 1:15
WWW Great! , shadowing Texts #8-Leah 2. ID wrds/snds - trouble ⟨P⟩ ⟨b⟩ ⟨ss⟩ 3. Ped Grammar	Saunds/wrds ⟨P⟩ -Sentences ⟨b⟩ -consequences ⟨ss⟩ -mounds -colonnades WW	Shadowing Time Start: 1:15 end: 1:33
Post Test 1. Read aloud *2. Rehearsed *3. spont. *2.5-3.0 mins. = ,pm minimum time	Saunds/wrds → made a great outline! X	Post Test

.. not having text to follow during 1st listen was

L's   Group I   Song -where -tuedal -intel -Air(ay)

Session	Tutorial Contents	Assignments		Notes
		Sounds	Words	
3-17 6 etting etter	1. HW - er, or, ar *online = look up suffixes wrk sheet 2. Shadowing Texts #5 / Antinues Also to practice during - missing a few words in a row at listen thru. times *work on Grammar - project voice more	-er -ar	-trial -talking -charges -immunity -nongerious -flagrant -equality -savy HW: email me	Shadowing Time 23 mins elsewhere Start: 5:30 END: 5:53
3-24 7	1. Shadowing Texts #6-kali 2. HW 3. Grammar continues to Practice shadowing during - 1st listen thru. That's ok?	Sounds <r> <t> <v>	Words -Europe -routes -Alert HW: P.L. Lesson7	Shadowing Time 20 mins. Start: 5:05 END: 5:25
8 +7	1. Shadowing Texts #7-MZ 2. HW (ick) = suds like (eck) *High Vowel sounds	Sounds *<i> (ick)	words -conspiracy -Police -telephone -victory -transported -ecological HW P.L. #9	Shadowing Time 25 mins Start: 5:10 END: 5:35
9 +14	1. Shadowing Texts #8-Leah consonant clusters (LL) tell dem seil 2. Audacity - Review La La pron. tutorial how LLL *chart to use Revised Life vowels Life vowels 3-11 song Yell + consonants Good work!!	Sounds <r> <L>	words -there -Said -lives -York HW P.L. #15	Shadowing Time 25 mins Start: 5:40 END: 6:05
10 +21	Post Test Post Test - 1. sport. ✓ 2. Rehearsed ✓ LIP 2.5 - 3.0 mins 3. Read Aloud ✓	Sounds <-er> (-ow) <-ar>	Words -cow -guitar	Post Test 6:14 to 6:17 prep rehearsed 3-4 mins prep
	Good discussion	*Make protocol sheet. →Relax Normy		

Haruka Group

Tutorial Contents	Assignments	Notes
⌐ low Texts #5 -Andrew w/. Grammar	Sounds / Words L's + R's -Leave `<l>` -immunity `<r>` -left -editor-fa. HW P.L. 'lesson 7	Shadowing Time 30 mins Start: 10:18 END: 10:48
ʒadow Texts #6 - kali ↲ Grammar / Eng orkshop Tues. 4-5:50	Snds / wrds `<r>` -start house *tentative `<l>` `<l>` -outbreak `<r>` -Avian `<or>` -infiltrate HW P.L. Lesson 7	Shadowing Time 30 mins Start: 12:10 End: 12:40
dow Texts #7 - MZ) other classes?	Snds / wrds -cl -Acclaimed -tion -successful HW P.L. #9	Shadowing Time 27 Mins 3/4/4 17 27 Start: 10:17 END: 10:44
low Texts #8 - Leah slowed down #2) -7.000 ⌐viewed nunciation + defs vocab Worbs	Snds / wrds -L -editor -lament -Chile -magnitude -CuN -emphatically HW: E, L. P.L 18	Shadowing Time 30 Mins Start: 10:10 END: 10:40
+ - Test Group ar? 1. Read Aloud 2. Spontaneous 3. Rehearsed	snds / wrds ship = ✱ snds said 10:45 10:50	Post Test like "sip" it correct in relationship leadership ✱ 2 times misprone

APPENDIX H

Transcripts of Shadowing Texts Group 1 (NY Times)

TEXT #1

Living With Vision Loss - NYTimes.com

January 2, 2011

Living With Vision Loss

To the Editor:

Re "Paterson's Exit Presents Worry With Each Step" (front page, Dec. 20):

Gov. David A. Paterson of New York is not alone. With aging baby boomers and diseases like diabetes that affect vision (and, if unmanaged, can even cause blindness), there are projected(to be more than two million people (45 and older) in the tri-state area who are visually impaired by 2015, according to our estimates at Lighthouse International. Nationwide, it is estimated that about 61 million Americans are at high risk of significant vision loss.

Our agency and others offer a wide array of programs. There may be services that Governor Paterson needs, to help with crossing the street and navigating his neighborhood. There are also devices that can help people read and stay on the job, and services that can help them manage their medications and finances — all of which help maximize the vision people have. We are facing a vision-loss epidemic in our country and abroad — but Governor Paterson and millions more do not have to lose their independence and do not have to face vision loss alone.

Mark G. Ackermann

President and Chief

Executive

Lighthouse

International New

York, Dec. 20, 2010

http://ww.nytimes.conV2011/01/03/opinion^031ighthouse.html?emc=etal&pagewanted=p...

. 1/4/201

TEXT #2
January 3, 2011

The Claim: Taking a Walk Can Help Reduce Cravings

By

ANAHAD

O'CONNOR

THE FACTS

Do your New Year's resolutions tend to fizzle like a glass of chilled Champagne?

If your goal is to break a bad habit or cut back on food and shed a few pounds, then a simple but overlooked trick could come in handy: go for a walk. As far as weight-loss strategies go, it is not the most glamorous, but studies have found that a brisk walk around the block can significantly dampen cravings, whether the urge for junk food or the desire to light up a cigarette.

In a 2008 study, researchers recruited a group of "regular chocolate eaters" — people who ate at least two chocolate bars a day — and had them abstain for three days. They then divided them into groups, put them to work on difficult cognitive tests to raise their stress levels, and tempted them with unwrapped chocolate bars.

The researchers found that if the subjects walked for 15 minutes on a treadmill at a pace that was brisk but not tiring, they were far less likely to suffer cravings, and even showed lower blood pressure when handling the chocolate bars.

In other studies, scientists looked at the effects of brief walks on cigarette cravings. One in 2005 found that smokers who were told to abstain for a day had rapid reductions in the urge to smoke when they took "self-paced, low-intensity" walks lasting about 15 minutes.

Another study in 2007 showed that brief walks not only beat back cravings, but also reduced withdrawal symptoms and increased the time between cigarettes smoked.

THE BOTTOM LINE

Studies show that a brisk walk can ease cravings and help break some habits.

ANAHAD O'CONNOR scitimes@nytimes.com

TEXT #3   http://www.nytimes.com/2011/01

January 3, 2011

The Great Oil Gamble (1 Letter)

To the Editor:

John Tierney's column "Economic Optimism? Yes, I'll Take That Bet"

109

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By

ANAHAD

O'CONNOR

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ANAHAD **O'CONNOR** scitimes@nytimes.com

TEXT #3   http://www.nytimes.com/2011/01
January 3, 2011
The Great Oil Gamble (I Letter)
To the Editor:

BEST PICTURL

John Tierney's column "Economic Optimism? Yes, I'll Take That Bet"

(Findings, Dec. 28) does a disservice with its explanation of why he won a bet with the investment banker Matthew R. Simmons over the price of oil.

Although Mr. Tierney is correct that oil did not average $200 a barrel in 2010 (as Mr. Simmons had predicted five years earlier), pricing is a secondary issue. His column absconds the fundamental point — that we are in the first stage of a relentless decline in total oil. supply.

He asserts that "the overall energy situation today looks a lot like a Cornucopian feast," but his examples support the opposite conclusion. The energy required to extract energy from tar sands and offshore deposits yields much less return on investment than the bounty of the early oil years, when the stage was set for our highly interconnected global economy, fully dependent on oil.

Phyllis Sladek
Santa Barbara, Calif.

Science Times welcomes letters from readers. Those submitted for publication must include the writer's name, address and telephone number. E-mail should be sent to scitimes@nytimes.com. Send letters to Science Editor, The New York Times, 620 Eighth Avenue, New York, N.Y. 10018.

APPENDIX I

Outline of Shadowing Demonstration PowerPoint Shown to Participants
(Original was Made Using PowerPoint)

Slide 1: Presentation Outline

☐1. Demo Shadowing- (30 secs-1 min)

-Show You-tube video clip

☐2. Explain: This is one of the things we will be doing in tutorials this semester. I think it will be both educational and fun. ☐

☐3. Show research page(s)

☐4. First day- What to expect: A. Spontaneous speech sample (Picture description)

B. Rehearsed speech sample (Picture description)

C. Read aloud speech sample

☐5. Explain shadowing attempts will be three texts and last about 20-25 minutes.

Slide 2: Shadowing

☐Think of shadowing as copying someone who is speaking to you as they are speaking to you. (Explain)

☐Shadowing is imitating someone's speech as they are speaking.

☐Goal is to use this technique in tutorials in an effort to improve pronunciation and oral language proficiency in ESL students.