The Effects of a Shadowing Activity Using Movies on Korean EFL College Learners' Speaking Skills and Their Affective Attitudes

Seunghee Jin*

Institute for English and American Studies, Ewha Womans University, Seoul 03760, Korea

Corresponding author: Seunghee Jin, seung2jin@ewha.ac.kr

Abstract: The present study investigated the effects of a shadowing activity using movies on Korean English as a Foreign Language (EFL) college students' speaking skills and their affective attitudes. Over a semester, 138 students participated in the study and were assigned to an experimental group (n = 71) and a control group (n = 67). According to language proficiency, the participants in the experimental group were assigned to advanced, intermediate, and beginner groups. Over a semester, all the experimental groups engaged in a shadowing activity once a week while the control group participated in a traditional speaking activity. For data collection, both pre- and post-speaking tests and pre- and post-experiment questionnaires on affective attitudes were conducted. The results showed that the shadowing activity is more effective than the traditional speaking activity in terms of increasing speaking proficiency. In addition, there was a statistically significant improvement in the speaking proficiency of both the intermediate and beginner groups while there was no statistically significant difference in the speaking proficiency of the advanced group. Furthermore, the shadowing activity significantly improved the confidence, interest, and motivation level of the experimental group. Based on the findings, it is suggested that this shadowing activity using movies can be an effective tool to develop EFL learners' speaking skills and improve their affective attitudes.

Keywords: Shadowing; Movies; Speaking skills; Affective attitudes

1. Introduction

In South Korea, English is used as a foreign language (EFL) in various aspects of everyday life despite not being a primary language. There are very limited opportunities to learn English outside of English classes. Therefore, there is a great need for school English education to complement this, and to equip students with English communication skills to fully realize their capabilities in the global era. To this end, the curriculum revised in 2015 [1] recommends that learners have as many opportunities to use English as possible and that a variety of multimedia materials and information and communication technologies (ICT) be utilized effectively in the classroom. In practice, however, English language teaching in secondary schools has

improved significantly compared to the past, but college entrance exams are still a huge challenge. Much of the teaching remains focused on grammar and reading comprehension. No matter how good the learners' grammar and reading comprehension skills and vocabulary are, even the highly skilled learners will still struggle to communicate in English, as communication is a process of exchanging words between a speaker and a listener. It is inevitable that learners who lack this practice will have difficulty communicating smoothly in English [2]. By the time students enter college, they should be able to improve their speaking skills and develop practical communication skills. They expect liberal arts English classes to help them develop practical communication skills [3].

Therefore, university liberal arts English classes must change from the previous method of learning grammar and reading comprehension to developing listening, speaking, and communication skills. They should increase students' opportunities to use English in real life and develop their English comprehension and expression skills so that they can communicate in English in daily life and various situations. They should also be able to present lessons that build on the learners' interest in English and allow them to continue learning English on their own. As part of this endeavor, learners can practice listening and speaking at the same time; learn the natural pronunciation, stress, intonation, and speed of native speakers; and learn vocabulary, idioms, and example sentences. There is a growing interest in shadowing learning, which is a method of learning by shadowing a spoken language that can be easily mastered through repetition. Related research suggests that shadowing is particularly effective in improving English listening, speaking, and pronunciation skills [3-5]. Suh [6] suggests that shadowing activities are effective because learners listen to speech and practice it at the rate at which the target speaker speaks, so they are familiar with the target speaker's speech, pronunciation, intonation, etc. and thus improve not only the pronunciation skills but also the comprehensive oral language skills such as listening and speaking skills. It was said that it is an effective learning method that can be achieved.

Most of the existing studies that have applied shadowing learning to actual classroom instruction have focused on learning English pronunciation and listening. In addition, there are relatively few studies that use shadowing learning in language learning. It was found that textbooks, Test of English for International Communication (TOEIC) tests, and TOEIC practice questions are mainly utilized as shadowing learning materials, while movies are seldom used. Aside from Kim's study on practicing speaking English using movies [3], there have been few studies on shadowing learning. Since movies are similar to reality for EFL learners, shadowing learning is a practical way to present realistic communication situations and introduce EFL learners to vocabulary and idioms used in daily life. It has the advantage of being a realistic learning material for learning expressions, with a strong entertainment element, thus it can be used as an interesting learning method for learners [7]. Therefore, this study aims to investigate the use of movies in university EFL classes as realistic materials that can attract students' interest and attention. The purpose of this study is to investigate the effectiveness of using movies as realistic materials to engage students' interest and attention in learning useful English expressions used in daily life, and to conduct shadowing learning in which students can repeatedly practice different voices and contextual dialogues of native speakers, in order to find out whether shadowing using movies can improve the speaking skills, interest, confidence, and motivation and affective attitudes of Korean university English learners.

2. Theoretical background

2.1. Definition and background of the shadowing learning method

Shadowing learning is based on the dictionary meaning of "shadow," "to follow and observe (someone) closely and secretly" [8], it means listening carefully to the voice in your ear like a shadow, while simultaneously

repeating it aloud as accurately as possible. In other words, shadowing is a method of learning in which learners listen to audio files recorded in the target language and repeat the same pronunciation, intonation, stress, rhythm, speed, etc. as accurately as possible. In addition to this, rather than simply imitating the voice, shadowing reflects the speaker's psychological factors, mood, emotions, etc. [5,6].

Cherry, the British cognitive scientist who first introduced the concept of shadowing, was the first to apply it to cognitive experiments [9]. The first study to apply shadowing to cognitive experiments involved playing different voices in both ears and asking subjects to focus on one voice and imitate it. They found that subjects were better able to read, comprehend, and retain information for a longer period when they had to listen to the voice in one ear without the distraction of the other. Similarly, in a study by Moray [10], subjects listening to different voices in both ears were able to read familiar English words without distraction, comprehend them better, and remember them longer. Other studies including those carried out by Carey [11] and Marslen-Wilson [12] have shown the positive effects of shadowing on language learning.

While shadowing may appear to be a passive learning method that simply involves listening to and imitating speech, as is typical of listening learning, it has been discussed as an active learning method that involves the active participation of the learner [3,5,6,13]. The difference between shadowing and listening instruction or simple imitation is that shadowing involves not only imitating the target speaker's speech, but also recognizing the content of the speech, as well as the speaker's diction, articulatory features, intonation, tone, stress, rhythm, speed, etc. It is a more complex cognitive process that requires a high level of skill to recognize and simultaneously imitate [3,13]. Suh [6] also explains that shadowing is related to cognitive aspects, stating that "attention" triggers learning. Attention plays an important role in the spoken output process of shadowing, as it triggers learning. In the process of listening to speech and attempting to imitate the target language speaker's output, a higher level of information than simply listening is required when learners listen to speech and try to imitate it as produced by the target speaker. They process information at a higher level than just listening, recognize the difference between their own pronunciation and the target speaker's pronunciation, and learn through self-correction.

Murphey [14] identifies three types of shadowing: complete shadowing, selective shadowing, and interactive shadowing. Complete shadowing is defined as shadowing all the given speech content without missing a single word, and selective shadowing involves selecting a few words, phrases, sentences, etc. to learn. Interactive shadowing involves adding questions and answers to selective shadowing to form a conversation [3]. Park [15] suggests six specific learning strategies using shadowing: shadowing with headphones, shadowing aloud, shadowing materials selected according to the learner's ability, shadowing the entire content and then thoroughly checking the content meaning including word and sentence structure, understand the meaning of the target language in the order in which it is heard instead of interpreting it in the order in which it is spoken, and listen to the spoken content instead of concentrating on it when reaching the level of memorizing the spoken content through shadowing.

In terms of the effects of this shadowing method on language learning, Park [16] found that it facilitates the learning of English sentence patterns, helps students to learn native pronunciation, increases the adaptability to fast-paced English patterns and flows, natural acquisition of stress and intonation, and motivation to listen and speak English. The shadowing method is possible to induce motivation for listening and speaking English. In addition, Ryu [17] stated that it can improve pronunciation through developing a native-like pitch. The ability to think in the word order of the target language is naturally acquired, a high level of listening skill is developed, reading and speaking speed is significantly improved, and vocabulary, idioms, and example sentences can be easily memorized and retained in long-term memory. In addition, shadowing allows students to compare their

own speech with the listening material and discover differences on their own, thereby allowing for constant revision. It has the advantage of acquiring speech rules even without feedback from teachers [3,18].

2.2. Learning to speak English using shadowing

Noting the positive possibilities of the shadowing method for English language learning, existing studies have applied this method to listening [15], reading [19], pronunciation [4], and speaking [3,5,16]. In particular, it has been widely discussed that shadowing learning helps to improve oral language skills such as pronunciation, listening, and speaking [3,5,6]. Kim [3] argues that shadowing is an effective learning method that enables students to practice listening and speaking at the same time and to develop natural speaking skill and confidence in speaking by learning the pronunciation, intonation, speed, and stress of native speakers. Lee *et al.* [5] also found that shadowing helps to increase concentration. It is a learning method that helps to improve speaking skills through practicing pronunciation and intonation.

In a study that examined changes in speaking skills through the application of shadowing activities in actual classroom instruction by Lee *et al.* [5], shadowing learning was provided to middle school English language learners through a computerized shadowing program based on textbook content, in order to examine changes in listening, speaking, and self-directed learning skills. The learners were divided into a self-directed shadowing group and a control group. The results showed that the shadowing method was more effective than the regular method in improving listening and speaking skills. In addition, self-directed shadowing learning was found to exert positive effects in phonological phenomena and suprasegmental features. Other than that, Kim [20] conducted English textbook shadowing activities in English classes for 6th grade elementary school students and examined the effects of these shadowing activities on listening and speaking skills. The results showed no significant changes in listening skills, but positive improvements in speaking skills, particularly in fluency and pronunciation. When designing shadowing activities in classes for elementary school students, it is important to consider the material level, application time, and students' interest.

On top of that, Kim [2] conducted a shadowing study using the TOEIC speaking textbook for university students, and examined the effects of shadowing on their TOEIC speaking scores and learners' responses and attitudes toward shadowing learning. The results of the study showed that the shadowing group improved their TOEIC speaking scores positively. However, the results were not statistically significant between the two groups due to dropouts in the control group. In terms of learners' responses and attitudes towards learning, some learners expressed resistance to repetition and boredom. However, overall, the learners had positive perceptions and attitudes. They were especially satisfied with the opportunity to learn pronunciation and the fact that they could practice natural English pronunciation and speech similar to native speakers. Additionally, Park [16] conducted a study on college English language learners and found that the effectiveness of shadowing activities on listening and speaking English varies depending on the duration (6 weeks or 12 weeks) and intensity (once, twice, or four times per week). The shadowing material utilized was TOEIC listening comprehension (LC) and the class was held in a computer lab. Learners conducted shadowing with the instructor as a whole and then conducted individual shadowing with headphones on their own personal computers. In the case of Group 1 (once a week for 6 weeks) and Group 2 (once a week for 12 weeks), which differed in the duration of learning, both cohorts improved their English listening and speaking skills, with significant difference between the groups in speaking but not in listening. In the case of speaking, the effect was higher in Group 2, which had a longer study period. Next, there was a 2-fold difference in study intensity in Group 2 (once a week for 12 weeks) and Group 3 (twice a week for 12 weeks), and Group 1 (once a week for 6 weeks) and Group 4 (four times a week for 6 weeks), each group improved their listening scores, but there was no statistically significant difference between

the groups. On the other hand, each group improved their speaking, with Group 3 having twice the intensity and Group 4 having four times the intensity, significantly improved their speaking skills more than the comparison group. These results suggest that learning intensity is more effective in improving speaking skills. The results of Park's study [16] also suggest that the learning effect of shadowing activities can be enhanced by more intense and focused learning even if the same number of shadowing activities sessions are conducted.

In previous studies on shadowing for speaking learning, the materials used for shadowing are mainly classroom textbooks, TOEIC textbooks, and TOEIC test papers. There are very few studies that use movies for shadowing, some of them include Choi's study [21] using movies for English listening and Ko's study [4] using movie-like American dramas for English pronunciation, and Kim's study [3] using movie shadowing for learning speaking. Kim's study [3] was the only one that used shadowing for speaking, which involved university students who engaged in 8 sessions of movie shadowing, twice a week for 4 weeks, for a total of 50 minutes per session, and investigated the effects of such shadowing on English listening and speaking. Although this was a short-term experiment, the study found that movie shadowing did not have a significant effect on English listening skills, but there was a significant effect on speaking skills. Shadowing speaking activities using realistic materials such as movies have been shown to increase learners' confidence and interest in speaking. It also made the class interesting, thus keeping the learners focused and engaged. The learners were able to concentrate and work harder in the class, and there were positive changes in their interest and attitude towards learning English.

A number of studies have shown that shadowing is a positive learning method for improving English speaking skills. However, there have been relatively few studies on shadowing activities for speaking compared to listening and pronunciation, and very limited studies using movies as shadowing materials. Therefore, shadowing using movies, as an interesting, entertaining, and practical way to learn useful everyday English expressions, needs to be studied in a more diverse and specific way. This study conducted movie shadowing with Korean university EFL learners to find out whether movie shadowing can improve learners' speaking skills and affective attitudes such as interest, confidence, and motivation, and analyze the effects in detail. The research questions of this study are as follows.

(1) How does a movie shadowing activity affect Korean university EFL learners' speaking performance?
(2) How does the movie shadowing activity affect the affective attitudes (interest, confidence, motivation) of Korean university EFL learners?

3. Research methods
3.1. Study participants
This study was conducted face-to-face during the fall semester of 2019 in a required general education English class at a university in South Korea. This class was a liberal arts English class for freshman students at a university and was held twice a week for 100 minutes each. The main goal of the course was to develop students' English communication skills. A total of 138 students (56 males and 82 females) participated in this study, with an age range of 19–21 years old. The participants were divided into two groups: the experimental group (n = 71) who participated in the movie shadowing speaking activity and the control group (n = 67) who participated in a traditional liberal arts English class with textbook-based English speaking activities. The experimental group was divided according to the results of the Oxford Placement Test in the first week of the experiment into beginner (21), intermediate (27), and advanced (23) levels. A basic learner background survey conducted during the first week of the research experiment revealed that all students had never lived or studied in an English-speaking country. Twelve students had shadowing experience prior to participating in this study,

representing 9% of the total number of students. Shadowing did not take place in a classroom setting, but was done individually by students in their spare time to improve their English language skills.

3.2. Study design

3.2.1. Experimental group: Movie shadowing activity classes

Participants in the experimental group were enrolled in a semester-long college general education English course designed to improve their English communication skills. The experimental group participated in English speaking activities once a week for 50 minutes during their twice-a-week class. Each week, the students were given a scene from a movie selected by the instructor based on the topic and context, they listened to the English dialog and repeated it aloud at the same speed.

Table 1 shows the model of the shadowing activity conducted in this study. Specifically, the entire lesson consists of three phases: introduction, development, and summarization. Firstly, in the introduction phase, the movie selected for the movie shadowing activity in the class is introduced. The theme, content, and situation of the scene are introduced to activate learners' background knowledge related to the learning content. In addition, the class will preview the movie scenes to be shadowed together. There are two main parts in the development phase: understanding the movie dialogues and movie shadowing activities. The first 10 minutes are devoted to learning new words, phrases, and expressions by focusing on language forms, along with explanations of the content of the previewed movie scenes. The main activity of this study is movie shadowing, which takes up 30 minutes of the lesson, allowing learners sufficient time to break down the movie scene sentence by sentence, line by line, and repeat shadowing at their own pace. Specifically, the shadowing method used in this study consisted of five steps. Kim's five stages of shadowing [20] were adapted and modified for this study, and were categorized as Stage 1: Watching a video without subtitles and shadowing without sound (1–2 times), Step 2: Watching without subtitles and shadowing aloud (1–2 times), Step 3: Watching with subtitles and shadowing aloud, Step 4: Watching without subtitles and shadowing aloud, and Step 5: Repeating shadowing aloud until the dialog in each scene is perfectly shadowed. The number of shadowing sessions was determined by the amount of time given, except for steps 1 and 2, students were encouraged to repeat the English dialog at a native speaker's pace, including pronunciation, intonation, etc. Scenes from each movie were edited by the instructor with English subtitles and presented to the learners so that they could listen to them with wireless or wired earphones for the shadowing activity. At this stage, the instructor checked whether the learners were shadowing the movie at the right speed, voice, etc., and helped them to actively participate in the movie shadowing activity without any difficulties. Lastly, in the summarization phase, learner presentations were conducted to check the results of the students' movie shadowing activity. Subsequently, feedback was given after reviewing what they had learned, and questions about their learning were answered.

Table 1. Teaching model of a shadowing activity

Step	Class activity	Time
Introduction	-Facilitating background knowledge -Watching the selected movie scenes	5 minutes
Development	(1) Understanding the text -Learning the new words, phrases, and expressions	10 minutes
	(2) Movie shadowing activity -Five steps shadowing	30 minutes
Summarization	-Summary and review -Learner presentation, Q&A, and reflection	5 minutes

Table 2 provides a chronological list of the movies utilized for the movie shadowing activities in this study. Considering the age, English level, and interests of the study participants, as well as the content and dialog level of the movies, American movies *Wonder* [22] and *To All the Boys I've Loved Before* [23] were chosen. The storyline is interesting, the vocabulary level and dialog are appropriate, and the movie is set in a school setting, making the dialog familiar and relatable to students' lives. The movies were deemed captivating for the study participants, who were college students, as the dialog resonated with their everyday experiences. The movie clips were generally one and a half to two minutes in length, which was deemed appropriate for one shadowing session. Over the course of the semester, there were 13 weeks of movie shadowing activities, excluding class orientation (week 1), midterm (week 8), and final exam (week 16). Each week, learners watched movie scenes presented by the instructor to learn and shadow movie dialogues appropriate for different situations and topics.

Table 2. List of selected movies and scenes in this study

Movie title	Scenes		Duration
	(1)	August's first school tour	1:53
	(2)	Family talk at dinner	1:39
	(3)	August's meltdown	1:27
Wonder (2017)	(4)	Via's tough day at school	1:57
	(5)	August's some Halloween day	1:21
	(6)	Zero tolerance for bullying	1:59
	(7)	August's graduation	1:56
	(8)	Lara Jean's family breakfast	1:57
	(9)	Introducing Josh and her triangular love affair with her sister	1:58
To All the Boys I've Loved Before (2018)	(10)	Small talk with friends at the school hall	1:33
	(11)	Bumping into Peter at a Corner cafe	1:58
	(12)	Peter's suggestion about fake relationship	1:57
	(13)	Movie night & meeting Peter's family	1:48

3.2.2. Control group: Traditional liberal arts English classes

The control group of this study, like the experimental group, was enrolled in a semester-long course designed to develop English communicative skills. The difference between the two groups was the speaking activity, the control group participated in learner-oriented speaking activities in pairs or groups for 50 minutes once a week. The English speaking activities in control group were presented in the unit-specific textbooks and included role-plays, discussions, interviews, games, and presentations.

3.3. Research tools

3.3.1. Assessment of speaking skills

To measure whether participants' English speaking skills changed after participating in this research experiment, a pre-speaking assessment was administered in the first week of class, and a post-speaking assessment was administered at the end of the study at week 16. The speaking assessment tasks were commonly used "answer the question" type, and the assessment questions used in Payne and Whitney's [24] study were adapted for this study. The speaking assessment questionnaire was adapted for this study and can be found in **Appendix 1**.

The participants' English speaking assessments were recorded and scored on Brown's speaking proficiency scoring scale [25]. Brown's scoring scale was based on six dimensions: grammar, vocabulary, comprehension, fluency, pronunciation, and task, with a total score of 6–30 on a 5-point scale. The scoring of the participants' recorded English speaking performance was conducted by two instructors (one native American and one Korean) who teach liberal arts English at a Korean university. Both raters received an orientation on how to score speech before participating in the study. After scoring the speech of the 10 participants together, they compared and reviewed each other's scores to ensure that they had applied the same criteria and rated similarly. They then listened to the recordings of the study participants and completed their own scoring. Reliability tests between the two raters showed that the pre- and post-test scores of the experimental group were 0.89 and 0.84, respectively, and the pre- and post-test scores of the control group were 0.87 and 0.81, respectively, demonstrating high inter-rater reliability.

3.3.2. Assessment of affective attitudes (motivation, confidence, and interest)

Next, pre- and post-experiment questionnaires were conducted in the first and last weeks of the experiment, respectively, to see if there were any changes in participants' affective attitudes, such as motivation, confidence, and interest. In **Table 3**, the affective attitudes survey questionnaire used in this study consists of four questions for each of the three dimensions of motivation, confidence, and interest, for a total of 12 questions. Both pre- and post-experiment questionnaires were conducted using the same questionnaire with the same number of questions. The questionnaire was rated on a 5-point Likert scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always). The affective attitude questionnaire used in this study can be found in **Appendix 2**. The reliability of the questionnaire instrument was assessed by analyzing the internal reliability of the items using Cronbach's α coefficient. The results of the pre-experiment questionnaire on affective attitudes in the experimental group were: motivation, 0.73; confidence, 0.75; interest, 0.74; in the post-experiment questionnaire: motivation, 0.81; confidence, 0.74; interest, 0.81; and reliability was proven in all cases. Additionally, in the control group, the pre-experiment questionnaire (interest, 0.82; confidence, 0.79; motivation, 0.83) and post-experiment questionnaire (interest, 0.83; confidence, 0.77; motivation, 0.91) also showed high reliability.

Table 3. Questionnaire categories for affective attitudes

Category	Sub-category	Survey item
Affective attitudes	Motivation	7, 8, 11, 12
	Confidence	3, 4, 5, 6
	Interest	1, 2, 9, 10

3.4. Data analysis

The data collected in this study were analyzed using the SPSS24.0 statistical program. The pre- and post-assessment results of speaking performance of each group, which explored the question "How does movie shadowing activities affect English speaking performance?" were compared using independent samples *t*-tests and paired sample *t*-tests. For further analysis, the results of the English speaking assessments were analyzed using paired sample *t*-tests for each of the six components of speaking proficiency. Next, the second research question was addressed to measure the impact of the movie shadowing activity on the learners' affective attitudes of interest, confidence, and motivation. The results of the pre- and post-experiment questionnaires on affective attitudes collected to measure the impact of the movie shadowing activity on learners' affective attitudes of interest, confidence, and motivation were also analyzed using paired sample *t*-test.

4. Research findings

4.1. Effects of movie shadowing activities on English speaking skills

4.1.1. Effects on overall English speaking skills

Before conducting the research experiment, it was necessary to verify the homogeneity of the participants' English speaking skills in the two groups. Therefore, an independent sample t-test was used to compare and analyze the results of the two groups' pre-assessment of English speaking skills at the beginning of the semester. The results showed that the pre-assessment mean score in the experimental group was 12.70 with a standard deviation of 2.59, and the pre-assessment mean score in the control group was 13.00 with a standard deviation of 3.06. The difference between the two groups' pre-assessment scores was not statistically significant ($t(136)$ = -0.61, P = 0.040). Therefore, it can be concluded that the English speaking skills of both groups were at the same level before participating in this study.

To see if there was any changes in the English speaking skills of the two groups after participating in the study, the pre- and post-speaking test results of each group were compared using paired sample t-tests. As shown in **Table 4**, the experimental group's post-test mean score was 14.38 with a standard deviation (SD) of 2.30, compared to the pre-test mean score of 12.70 with a standard deviation of 2.59, with a difference of 1.68, and the difference between the two assessments was significant ($t(70)$ = -4.24, P < 0.001). In contrast, the control group had a pre-test mean of 13.00, SD of 3.06, and a post-test mean of 13.46, SD of 2.80, resulting in a score difference of 0.46, which is not a statistically significant difference between the two tests, $t(66)$ = -1.53, P = 0.132. These findings suggest that participants in the experimental group who engaged in movie shadowing activities over the course of a semester improved their English speaking skills, but there was no significant difference in the English speaking skills of the control group, who were taught in a traditional liberal arts English classroom.

The post-test results of the two groups were compared using an independent samples t-test. **Table 5** shows the results of the analysis. The mean post-test score of the experimental group (mean = 14.38, SD = 2.30) was higher than the mean post-test score of the control group (mean = 13.46, SD = 2.80), and this difference was statistically significant, $t(136)$ = 2.11, P < 0.05. In other words, these results suggest that the implementation of a weekly movie shadowing speaking activity over the course of a semester was more effective than a traditional class in improving learners' English speaking skills.

Table 4. Comparison of pre- and post-test results of each group

Group	Test	n	Mean	SD	t	df	P
Experimental	Pre-test	71	12.70	2.59	-4.24***	70	0.000
	Post-test	71	14.38	2.30			
Control	Pre-test	67	13.00	3.06	-1.53	66	0.132
	Post-test	67	13.46	2.80			

***P < 0.001

Table 5. Independent t-test on post-test results of experimental and control group

Test	Group	n	Mean	SD	t	df	P
Post-test	Experimental	71	14.38	2.30	2.11*	136	0.037
	Control	67	13.46	2.80			

*P < 0.05

To find out the effects of the experiment on English speaking skills according to the learners' English level, the pre- and post-test results of English speaking in each of the beginner, intermediate, and advanced groups in the experimental group were compared using a paired sample t-test. **Table 6** shows that the post-test mean score in the beginner group (mean = 13.00, SD = 1.79) was 2.19 points higher than the pre-test mean score (mean = 10.81, SD = 1.44). The difference between the two tests was significant, $t(20) = -6.40$, $P < 0.001$. This means that the movie shadowing speaking activity was effective in developing the English speaking skills of the beginner group. Similarly, the pre-test results (mean = 12.85, SD = 2.44) and post-test results (mean = 14.89, SD = 2.56) of the intermediate group also showed statistically significant differences, indicating that the experiment was effective in improving the speaking skills of the intermediate group ($t(26) = -2.33$, $P < 0.05$). In contrast, for the advanced group, there was no significant difference between the pre-test results (mean = 14.26, SD = 2.54) and post-test results (mean = 15.04, SD = 1.87). Therefore, movie shadowing English speaking activity did not have a statistically significant effect on the development of English proficiency of the advanced group ($t(22) = -1.34$, $P = 0.193$). In summary, the movie shadowing speaking activity was effective in improving English speaking skills for beginner and intermediate learners, but the effect was not significant for advanced learners.

Table 6. Comparison of pre- and post-test results of different levels of experimental group

Group	Test	n	Mean	SD	t	df	P
Beginner	Pre-test	21	10.81	1.44	-6.40***	20	0.000
	Post-test	21	13.00	1.79			
Intermediate	Pre-test	27	12.85	2.44	-2.33*	26	0.028
	Post-test	27	14.89	2.56			
Advanced	Pre-test	23	14.26	2.54	-1.34	22	0.193
	Post-test	23	15.04	1.87			

*$P < 0.05$, ***$P < 0.001$

4.1.2. Impact of each English speaking proficiency assessment item

The effects of the experiment on the English speaking skills of the two groups of participants were analyzed in more detail by speaking skill assessment items. **Table 7** shows the results by assessment items (grammar, vocabulary, comprehension, fluency, pronunciation, task). The pre- and post-assessment results for each group were further analyzed using paired sample t-tests. As shown in **Table 7**, the experimental group performed significantly better than the control group on grammar ($t(70) = -2.92$, $P < 0.01$), vocabulary ($t(70) = -3.50$, $P < 0.01$), significant improvements were seen in fluency ($t(70) = -3.22$, $P < 0.01$) and pronunciation ($t(70) = -6.31$, $P < 0.001$). The detailed analysis showed that the movie shadowing speaking activity was effective in improving the English speaking skills of the experimental group, with significant improvements in grammar, vocabulary, fluency, and pronunciation. Through shadowing, students were able to understand English dialogues and repeat them at the same speed as native speakers. The class activities were effective in improving grammar, vocabulary, fluency, and pronunciation in the English speaking skills.

In contrast, the control group showed statistically significant improvement only in vocabulary ($t(66) = -3.40$, $P < 0.01$) among the English speaking skills assessment items. In the previous analysis of overall English speaking skills, the control group showed no significant improvement in speaking skills, but a detailed analysis showed a significant effect of the traditional teaching method on vocabulary development.

Table 7. Paired sample *t*-test on six categories of speaking proficiency development of each group

Category	Group	n	Pre-test		Post-test		*t*	*df*	*P*
			Mean	**SD**	**Mean**	**SD**			
Grammar	Experimental	71	1.96	0.75	2.24	0.66	-2.92**	70	0.005
	Control	67	2.15	0.56	2.22	0.67	-0.84	66	0.402
Vocabulary	Experimental	71	2.34	0.77	2.73	0.76	-3.50**	70	0.001
	Control	67	2.43	0.68	2.73	0.77	-3.40**	66	0.001
Comprehension	Experimental	71	2.48	0.63	2.42	0.62	0.68	70	0.497
	Control	67	2.24	0.74	2.30	0.70	-0.73	66	0.469
Fluency	Experimental	71	1.89	0.55	2.25	0.81	-3.22**	70	0.002
	Control	67	2.02	0.69	2.06	0.69	-0.49	66	0.625
Pronunciation	Experimental	71	1.66	0.61	2.38	0.76	-6.31***	70	0.000
	Control	67	1.81	0.61	1.70	0.58	1.26	66	0.211
Task	Experimental	71	2.38	0.54	2.35	0.61	0.35	70	0.726
	Control	67	2.36	0.71	2.45	0.68	-1.35	66	0.182

**P < 0.01, ***P < 0.001

Next, the main experiment of the study, movie shadowing, was analyzed in detail to determine the effects of the movie shadowing activity on English speaking proficiency of the beginner, intermediate, and advanced groups. **Table 8** shows the pre- and post-assessment English speaking results for each of the beginner, intermediate, and advanced groups compared using paired sample *t*-tests. Based on **Table 8**, the beginner group showed significant differences in grammar ($t(20) = -3.87$, $P < 0.01$), vocabulary ($t(20) = -2.26$, p < 0.05), and pronunciation ($t(20) = -9.07$, $P < 0.001$). The intermediate group improved on vocabulary ($t(26) = -2.77$, $P < 0.05$), fluency ($t(26) = -2.16$, $P < 0.05$), and pronunciation ($t(26) = -2.15$, $P < 0.05$). Previous results showed that the movie shadowing activity had a positive effect on improving the English speaking skills of beginner and intermediate learners. However, when analyzed in detail by assessment items, it was found that the grammar, vocabulary, and pronunciation skills of beginner learners were developed, and it was effective in improving vocabulary, fluency, and pronunciation for intermediate learners. The advanced group showed significant development in fluency ($t(22) = -3.17$, $P < 0.01$) and pronunciation ($t(22) = -3.76$, $P < 0.01$). The advanced group did not show a statistically significant improvement in overall English speaking skill development, but further analysis showed that the movie shadowing activity had a positive impact on the advanced group's fluency and pronunciation.

When examined by assessment item, among the six assessment items, the beginner ($t(20) = -9.07$, $P < 0.001$) and intermediate ($t(26) = -2.15$, $P < 0.05$) groups improved the most, while pronunciation was the only item that showed significant improvement in the advanced ($t(22) = -3.76$, $P < 0.01$) group. These results are consistent with the findings of Ko [4] and Lee [26], who found that shadowing had a positive effect on English learners' pronunciation improvement. The results of the study showed that the movie shadowing activity was successful in developing English pronunciation for all groups of beginner, intermediate, and advanced learners, proving that movie shadowing speaking activities are effective in improving English pronunciation for English learners. Additionally, improvement of vocabulary was found to be significantly more effective for beginner ($t(20) = -2.26$, $P < 0.05$) and intermediate ($t(26) = -2.77$, $P < 0.05$) groups. In terms of fluency, there was significant improvement in the intermediate ($t(26) = -2.16$, $P < 0.05$) and advanced ($t(22) = -3.17$, $P < 0.01$) groups. It

seems that movie shadowing activities can help to develop fluency in English speaking as proficiency increases. Besides, only the beginners ($t(20) = -3.87$, $P < 0.01$) showed improvement in grammar. Comprehension and task items did not show a positive effect for either group.

Table 8. Paired sample *t*-test on speaking proficiency development of different levels of experimental group

Category	Group	n	Pre-test		Post-test		t	df	P
			Mean	SD	Mean	SD			
Grammar	Beginner	21	1.52	0.60	1.95	0.59	-3.87**	20	0.001
	Intermediate	27	1.89	0.51	2.26	0.66	-1.91	26	0.067
	Advanced	23	2.43	0.84	2.48	0.67	-0.27	22	0.788
Vocabulary	Beginner	21	1.71	0.56	2.14	0.79	-2.26*	20	0.035
	Intermediate	27	2.33	0.68	2.96	0.65	-2.77*	26	0.010
	Advanced	23	2.91	0.60	3.00	0.52	-0.70	22	0.492
Comprehension	Beginner	21	2.00	0.63	1.95	0.67	0.37	20	0.715
	Intermediate	27	2.67	0.55	2.78	0.42	-0.72	26	0.477
	Advanced	23	2.70	0.47	2.43	0.51	2.02	22	0.056
Fluency	Beginner	21	1.86	0.48	1.90	0.77	-0.27	20	0.789
	Intermediate	27	1.89	0.58	2.37	0.88	-2.16*	26	0.040
	Advanced	23	1.91	0.60	2.43	0.66	-3.17**	22	0.004
Pronunciation	Beginner	21	1.43	0.51	2.62	0.59	-9.07***	20	0.000
	Intermediate	27	1.74	0.66	2.26	0.98	-2.15*	26	0.041
	Advanced	23	1.78	0.60	2.30	0.56	-3.76**	22	0.001
Task	Beginner	21	2.29	0.46	2.43	0.60	-1.00	20	0.329
	Intermediate	27	2.33	0.62	2.26	0.71	0.57	26	0.574
	Advanced	23	2.52	0.51	2.39	0.50	0.90	22	0.377

*$P < 0.05$, **$P < 0.01$, ***$P < 0.001$

4.2. Impact of movie shadowing activities on affective attitudes

To see if there were any changes in the affective attitudes (interest, confidence, and motivation) of the two groups of participants after participating in the study, we analyzed the pre- and post-experiment questionnaires statistically. **Table 9** shows the results of pre- and post-experiment questionnaires of the experimental and control groups, respectively, for the affective attitudes of interest, confidence, and motivation. The results were analyzed using a paired sample *t*-test. According to **Table 9**, for interest factor, the post-experiment questionnaire mean score of 2.80 in the experimental group was higher than the pre-experiment questionnaire mean score of 2.05, and this difference was statistically significant ($t(70) = -7.67$, $P < 0.001$). For confidence factor, the post-experiment questionnaire mean score of 2.46 was higher than the pre-experiment questionnaire mean score of 2.08, and the difference between the two tests was significant ($t(70) = -3.19$, $P < 0.01$). With similar results for the motivation factor, there was a statistically significant difference ($t(70) = -3.52$, $P < 0.01$) between the pre-experiment questionnaire mean score (mean = 2.43, SD = 0.71) and the post-experiment questionnaire mean score (mean = 2.91, SD = 0.84). It can be seen that there was an improvement in the affective attitudes of interest, confidence, and motivation after the implementation of the weekly movie shadowing speaking activities. In contrast, for the control group, the post-experiment questionnaire mean score

on the motivation factor (mean = 2.75, SD = 1.06) was higher than the pre-experiment questionnaire mean score (mean = 2.29, SD = 0.55), and the difference was significant ($t(66)$ = -3.15, $P < 0.01$). However, interest ($t(66)$ = -1.14, $P = 0.260$) and confidence ($t(66)$ = 1.75, $P = 0.085$) factors did not show statistically significant improvements. This suggests that the affective attitudes of learners in the control group were positively affected in terms of motivation, but not for interest or confidence.

Table 9. Paired sample *t*-test on affective attitudes of each group

Factor	Group	n	Pre-test		Post-test		*t*	*df*	*P*
			Mean	SD	Mean	SD			
Interest	Experimental	71	2.05	0.54	2.80	0.67	-7.67***	70	0.000
	Control	67	1.87	0.56	1.99	0.55	-1.14	66	0.260
Confidence	Experimental	71	2.08	0.71	2.46	0.72	-3.19**	70	0.002
	Control	67	2.32	0.68	2.12	0.72	1.75	66	0.085
Motivation	Experimental	71	2.43	0.71	2.91	0.84	-3.52**	70	0.001
	Control	67	2.29	0.55	2.75	1.06	-3.15**	66	0.002

**$P < 0.01$, ***$P < 0.001$

Next, we compared the pre- and post-experiment questionnaire results in the experimental group by the English level (beginner, intermediate, and advanced groups) using a paired sample *t*-test. From **Table 10**, the beginner group showed a positive improvement in affective attitudes in terms of interest ($t(20)$ = -4.61, $P < 0.001$) and confidence ($t(20)$ = -2.64, $P < 0.05$). However, no positive change was found for motivation ($t(20)$ = -0.69, $P = 0.495$) factor. The intermediate group showed significant differences in interest ($t(26)$ = -3.81, $P < 0.01$) and motivation ($t(26)$ = -2.20, $P < 0.05$), and no positive improvement in confidence ($t(26)$ = -1.23, $P = 0.231$). The affective attitudes were most positively affected in the advanced group, with statistically significant improvements in interest ($t(22)$ = -5.31, $P < 0.001$), confidence ($t(22)$ = -2.44, $P < 0.05$), and motivation ($t(22)$ = -3.18, $P < 0.01$), indicating that the movie shadowing activity was most effective in improving the affective attitudes of the advanced group.

When examined by affective attitude factors, only the interest factor showed significant improvement for the beginner ($t(20)$ = -4.61, $P < 0.001$), intermediate ($t(26)$ = -3.81, $P < 0.01$), and advanced ($t(22)$ = -5.31, $P < 0.001$) groups. These results suggest that the movie shadowing speaking activity had the greatest impact on learners' interest development. Next, the confidence factor was significantly higher for the beginner ($t(20)$ = -2.64, $P < 0.05$) and advanced ($t(22)$ = -2.44, $P < 0.05$) groups, while the motivation factor showed positive improvement in the intermediate ($t(26)$ = -2.20, $P < 0.05$) and advanced ($t(22)$ = -3.18, $P < 0.01$) groups.

Table 10. Paired sample *t*-test on affective attitudes of different English levels of experiment group

Factor	Group	n	Pre-test		Post-test		*t*	*df*	*P*
			Mean	SD	Mean	SD			
Interest	Beginner	21	1.81	0.54	2.43	0.59	-4.61***	20	0.000
	Intermediate	27	2.19	0.51	2.80	0.70	-3.81**	26	0.001
	Advanced	23	2.11	0.65	3.14	0.53	-5.31***	22	0.000
Confidence	Beginner	21	1.84	0.59	2.17	0.48	-2.64*	20	0.016
	Intermediate	27	2.03	0.80	2.32	0.80	-1.23	26	0.231
	Advanced	23	2.40	0.72	2.90	0.61	-2.44*	22	0.023
Motivation	Beginner	21	2.58	0.76	2.75	0.62	-0.69	20	0.495
	Intermediate	27	2.25	0.52	2.78	1.06	-2.20*	26	0.037
	Advanced	23	2.49	0.82	3.22	0.63	-3.18**	22	0.004

*$P < 0.05$, **$P < 0.01$, ***$P < 0.001$

5. Discussion and conclusion

The present study implemented a semester-long movie shadowing activity to determine its effects on learners' English speaking skills and affective attitudes such as interest, confidence, and motivation compared to a traditional liberal arts English class. This paper also analyzed in detail how learners' speaking skills and affective attitudes change according to their English level.

The first research question of this study was "How does movie shadowing activity affect the speaking performance of Korean university EFL learners?" The results showed that movie shadowing activities conducted in the class every week for a semester were effective in improving students' English speaking skills. The study also found that the students' speaking skills improved significantly when compared to a traditional university liberal arts English class in which they were given several speaking activities from the textbook. This was consistent with Kim's findings [3] that movie shadowing activities have positive effects on speaking performance. Thus, this study demonstrated that movie shadowing is an effective learning method to improve learners' English speaking skills. Furthermore, having a class devoted to movie shadowing speaking activities every week for a semester was found to be a more effective way to improve learners' English speaking skills compared to a class with explicit speaking activities based on the textbook.

Unlike previous studies, this study presents a more detailed analysis of the instructional effects of movie shadowing activities based on learners' English proficiency levels and English speaking assessment items. When analyzed by speaking assessment items, the results showed that the movie shadowing activity had an overall positive impact on learners' grammar, vocabulary, fluency, and pronunciation; and when analyzed by learners' English proficiency level, the movie shadowing activity was effective in improving the speaking skills of beginners and intermediate learners, but the impact on advanced learners was minimal. Specifically, beginners improved their grammar, vocabulary, and pronunciation, and intermediate learners improved their vocabulary, fluency, and pronunciation. For the advanced group, there was no statistically significant improvement in overall speaking skill development, but the item analysis showed that movie shadowing was effective in improving speaking fluency and pronunciation. These results suggest that the advanced group already has a higher level of English speaking skills than the beginner and intermediate learners, thus movie

shadowing did not have a significant impact on the overall English proficiency of the advanced learners, but it could be an effective teaching method to improve their fluency and pronunciation skills. These results also suggest that it may be beneficial to select movies with a higher level of dialog for advanced learners, including vocabulary and expressions.

It is noteworthy that the movie shadowing activity was successful in improving the pronunciation of all groups of learners regardless of their level of English. Through movie shadowing, learners are able to imitate the pronunciation, intonation, etc. Furthermore, the vocabulary was improved in the beginner and intermediate groups, while fluency showed positive effects in the intermediate and advanced groups. This suggests that movie shadowing can help to improve vocabulary for groups that have lower proficiency in English speaking, and as they become more proficient, it can help them to develop fluency in their speech.

The second research question was "How does the movie shadowing activity affect the affective attitudes (interest, confidence, motivation) of Korean university EFL learners?" The results showed that the movie shadowing speaking activity had a positive effect on the learners' affective attitudes of interest, confidence, and motivation. The affective attitude affected in the traditional liberal arts English class was only motivation, with no positive impact on interest or confidence, suggesting that the movie shadowing speaking activity was more effective in improving learners' affective attitudes. When analyzed by English proficiency level, the group with the most positive affective attitudes was the advanced group, with significant development in interest, confidence, and motivation. In other words, the movie shadowing activity was the most effective in improving the affective attitudes of the advanced group. The interest and confidence were improved in beginner group, while interest and motivation were improved in intermediate group. When examined item by item, the only significant improvement was the interest factor for the beginner, intermediate, and advanced groups. These results indicate that the movie shadowing speaking activity was the most effective in developing learners' interest. Previously, Kim [3] found that movie shadowing activities were effective in engaging students in learning, hence our results are consistent with this study. Furthermore, the confidence factor showed a positive improvement in the beginner and advanced groups, and the motivation factor showed significant development in the intermediate and advanced groups. Improvements in affective attitudes have a positive impact on learning achievement and outcomes, and can play a positive role in helping students to continue learning. Therefore, the positive findings that movie shadowing speaking activity was effective in improving learners' affective attitudes are encouraging, it is a highly effective, useful, learner-acceptable, and sustainable learning method.

In conclusion, the movie shadowing speaking activity conducted in this study was more effective in improving learners' English speaking skills and affective attitudes of interest, confidence, and motivation than a traditional university liberal arts English class with multiple speaking activities presented in the textbook. Unlike previous studies, this study examined the effects of movie shadowing on English speaking proficiency and affective attitudes by English proficiency level, this study provided a more detailed analysis of the effects of shadowing. In addition, there has been little research on the use of movies for shadowing. The positive results of the movie shadowing activity on speaking skills suggest that movies can be used for shadowing because they are entertaining, interesting, and a practical source for learning useful English expressions used in daily life.

The findings of this study have several implications for the teaching of English speaking. Firstly, current approaches to English language teaching include utilizing instructional media such as multimedia materials and information and communication technologies. They can be easily incorporated into the classroom without much equipment or expense and are effective in increasing learners' interest in learning English and improving their speaking skills, such as shadowing learning with movies. Movies, dramas, TED Talks, and other content that students find interesting and useful in real life seem to be good speaking materials. Secondly, movie shadowing

is a very effective way to improve English pronunciation skills. Previous studies have shown that shadowing has a positive impact on pronunciation improvement. This study found that movie shadowing was effective in improving the pronunciation of learners of all English language proficiency levels (beginner, intermediate, and advanced). Speech training, especially pronunciation training, is difficult to implement in the Korean educational environment. It is believed that movie shadowing may be an alternative in pronunciation training. Lastly, the level of movie dialog should be considered for each of the learners' English proficiency levels, pace, vocabulary, etc. when implementing movie shadowing activities, and lessons that can help learners to improve their English speaking skills at each level should be designed. The results showed that the movie shadowing activity was effective for learners of each English proficiency level: beginner, intermediate, and advanced. The results showed that movie shadowing activities improved English speaking skills in different ways depending on the assessment items, level of English proficiency and areas for development, the selection of movie materials and additional classroom activities can make movie shadowing more effective and efficient.

Limitations of this study include the use of qualitative research methods to study affective attitudes such as interest, confidence, and motivation, which failed to examine the experiences, thoughts, and opinions of actual learners. In future related studies, we recommend using research methods such as qualitative interviews to explore learners' actual experiences, thoughts, and opinions on the effects of movie shadowing activities in order to provide a concrete picture of how the movie shadowing activity affected the learners in the affective attitudes. Moreover, this study did not have different classes for different levels of English proficiency, but all learners used the same movie material for the movie shadowing activity. In a follow-up study, we will select appropriate movie materials for each level of English proficiency and conduct shadowing activities on the English speaking skills of each group. It is expected that a comparative study can provide meaningful research results. Future research on shadowing activities should be carried out, with the hope that shadowing will be used as an effective method for learning English speaking.

Disclosure statement

The author declares no conflict of interest.

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Appendix

The Pre- and Post-Speaking Tests

A pre-speaking test
1. Tell me in English about a movie/drama you saw recently.
2. Tell me in English about what you did on your last birthday.
3. Tell me in English about one of your fondest childhood memories.

A post-speaking test
4. Tell me in English about a trip you took recently.
5. Tell me in English about what you usually do during weekend.
6. Tell me in English about a place you will never forget.

Appendix 1. The pre- and post-speaking tests

The Pre- and Post-Questionnaire on Learners' Affective Attitudes
1. Learning English is fun.
2. Learning about English speaking skills is interesting.
3. I think I am proficient at English.
4. I think I have good English speaking skills.
5. I feel confident in speaking English.
6. I think I can be able to speak English what I want to say.
7. I want to speak English better.
8. I want to improve English speaking skills more.
9. I like an English speaking class.
10. I am interested in improving English skills.
11. I want to actively participate in speaking activities in class.
12. I want to learn more about useful English speaking skills in class.

Appendix 2. The pre- and post-questionnaire on learners' affective attitudes