The Efficacy of Shadowing and Video-Based Narration for Enhancing Oral Fluency in Second-Year Language Learners

فعالية التلقين والسرد القائم على الفيديو في تحسين الطلاقة الشفهية لدى متعلمي اللغة كلغة اجنبية لطلبة المرحلة الثانية في المرحلة الجامعية

Asst. Prof. Dr. Qabas Jameel Rashid
أ.م.د. قبس جميل رشيد
qabas.gmil@imamaladham.edu.iq

Al-Imam Al-Adham University College
كلية الإمام الأعظم الجامعة

Abstract

This study investigated the effect of an integrated shadowing and video-based narration intervention in improving oral fluency of second-year university-level language learners. The study aims to show whether this approach would improve greater fluency compared to previous instruction. The students were divided into an experimental group (n=28) that got (8) weeks of integrated training and a control group (n=28) that followed a traditional learning according to their curriculum methods of teaching. Oral fluency was assessed by using pre-test and post-test narrative.

Two hypotheses were tested using statistical techniques: H1: there should exist a significant difference between the groups in the post-test scores; H2: there should be a significant increase between pre- and post-test of the experimental group. These findings were a strong support to both hypotheses. A t-test with independent samples showed that the post-test difference was significant with the experimental group having a very high and more consistent mean score (M=18.00, SD=1.88) than the control group (M=11.68, SD=5.24), t(54)6.02, p<.001.

Moreover, a paired samples t-test established a high internal gain in the experimental group, having an increase in the mean of 5.50 points between pre-test (M=12.50) and the post-test with t(27) value of 11.73, p=0.001. Conclusively, the integrated intervention of shadowing and video based narration intervention was very effective and has yielded statistically significant and fair development of fluency.

The results support the inclusion of these multimodal practice-based methods in intermediate language courses to systematically get past the fluency plateau.

Keywords: Shadowing, Video-Based Narration, Oral Fluency, Integrated Intervention, Multimodal Practice

الملخص

حققت هذه الدراسة في تأثير تداخل تدريبي يجمع بين أسلوب التلقين والسرد القائم على الفيديو في تحسين الطلاقة الشفهية لدى متعلمي اللغة في الجامعة – المرحلة الثانية. وتهدف الدراسة إلى بيان ما إذا كان هذا المدخل يؤدي إلى تحسين الطلاقة بشكل أكبر مقارنة بالتعليم السابق. قسم الطلبة إلى مجموعة تجريبية عددها = 28 طالبًا تلقت 8 أسابيع من التدريب المتكامل، ومجموعة ضابطة عددها = 28 طالبًا اتبعت التعلم التقليدي وفقًا لمناهجها وطرائق التدريس المقررة. تم تقييم الطلاقة الشفهية باستخدام اختبار قبلي واختبار بعدي قائم على السرد. تم اختبار فرضيتين باستخدام تقنيات إحصائية: حيث ان الفرضية الاولى: يوجد فرق ذو دلالة إحصائية بين المجموعتين في درجات الاختبار البعدي.

اما الفرضية الثانية توجد زيادة ذات دلالة إحصائية بين الاختبار القبلي والبعدي للمجموعة التجريبية. وقد دعمت النتائج بقوة كلتا الفرضيتين. أظهر الاختبار التائي للعينات المستقلة أن الفرق في الاختبار البعدي كان دالاً إحصائياً، حيث حصلت المجموعة التجريبية على متوسط أعلى وأكثر اتساقاً مقداره 18.00 وانحراف معياري 1.88 مقارنة بالمجموعة الضابطة متوسطها 11.68 وانحراف معياري 5.24، وبلغت قيمة ت 54 = 6.02، ومستوى دلالة أقل من 0.001.

بالإضافة إلى ذلك، أثبت اختبار ت للعينات المرتبطة وجود زيادة داخلية عالية في المجموعة التجريبية، حيث بلغ ارتفاع المتوسط 5.50 نقطة بين الاختبار القبلي متوسطه 12.50 والاختبار البعدي، بقيمة ت 27 = 11.73، ومستوى دلالة 0.001. خلصت الدراسة إلى أن التدخل المتكامل للتلقين والسرد القائم على الفيديو كان فعالاً جداً وأسفر عن تطور ذي دلالة إحصائية وعادل في الطلاقة. تدعم النتائج إدراج هذه الأساليب القائمة على الممارسة متعددة الوسائط في مساقات اللغة المتوسطة لتجاوز مرحلة ثبات الطلاقة بشكل منهجي.

الكلمات المفتاحية: التلقين، السرد القائم على الفيديو، الطلاقة الشفهية، التدخل المتكامل، الممارسة متعددة الوسائط.

Section One

1.1 Introduction

The ability to master the art of the fluent and spontaneous speech is one of the the most significant but not always available objectives of the learners in the modern second language acquisition (SLA), particularly at the intermediate level of learning. The fluency of speech production, in terms of smoothness, speed and coherence, a significant indicator of communicative competence is best reflected in oral fluency, a primary concern for students and teachers (Lennon, 1990). Despite its importance, getting measurable gains in fluency in an instructional situation in structured academic institutions, where accuracy, complexity, and practicality have to be balanced, is quite challenging.

The traditional classroom techniques have been grammar instruction and vocabulary acquisition that though required are not directly related to acquisition of fluency in conversation (DeKeyser, 2007). It thus urgently requires educational remedies which proceed methodically to proceduralize the knowledge of language. Two of the promising techniques are shadowing and video-based narration, both of which have been evidenced by communicative and task-based approaches. It is contended that shadowing, or the overlapping or near overlapping repetition of the speech they listen to facilitates phonological processing, working memory and prosodic imitation thereby facilitating the underlying mechanisms of fluent production (Kadota and Tamai, 2004). On the contrary, video-based narrative, since students create the oral description of the visual stimuli, provides a context-oriented activity that has a

richness of meaning, and learners are asked to develop and create the extended discourse considering real-time limits (Gass and Mackey, 2015). Even though both strategies are justified to achieve fluency, their relative effectiveness especially when teaching students in the second year of the university level whose learning is at the point of transition between basic and intermediate levels is not well researched in empirical studies. The paper will therefore focus on a comparison and analysis of the effectiveness of the technique of shadowing as well as the use of video-based narrations in enhancing the oral fluency of second-year language learners. Based on the indicators of observed temporal fluency (speech rate, frequency and length of breaks, and utterance length in general), this study will be capable of providing some empirical evidence regarding which pedagogical intervention is more effective in automatizing speech and assisting to get through the intermediate plateau.

1.2 The Problem

The most crucial thing that students would desire to know is the way to speak a new language. This is a significant predicament to many students during their second year of language classes in an institution of higher education. They have not only acquired a bit of grammar and words. However, they have trouble putting this learning to use in a fluent speech. They speak slowly, make many breaks and are unable to explain themselves fast and readily. This speech stuttering can also be referred to as the second-year plateau. Teachers want to help students in this matter. Two teaching strategies seem to be promising. The former is shadowing where students repeat verbal model. The second one is video based narration where students are narrating a video story

that is not being spoken. Shadowing has been discovered to be a method of helping to make the speech sound and speedy (Kadota and Tamai, 2004). Other studies also determine that narration facilitates the development of the capacity of students to make their own connected sentences (Gass and Mackey, 2015). However, there is one glaring problem. No data is provided as to which of these two strategies is more successful in promoting the overall oral fluency of the second year students.

Teachers do not have enough evidence to arrive at decisions as to which method to use in the classrooms as most suitable. And must they meet the shadowing so that they will learn the quick speaking reflex? Is it possible that they should focus on narration to acquire story-telling skills? Or should a blend of the two be the most effective? Without a precise comparison, the educators would need to make a speculation about what type of activity to use. In this paper, the researcher will address this problem by applying a test of these methods and comparing them to one another.

1.3 The Aims

The final goal of this study is to identify the most effective learning method that improves oral fluency in the second-year language learners. To accomplish this goal, there are four objectives in this research:

1- To establish how much the shadowing method improves the fluency of the students in speaking. This will be ascertained by noting the speed with which they speak, the number of pauses and how long they are able to speak without stopping.

2- To establish how much video-based approach to narration can better the same skills of fluency in the same group of students.
3- To make a comparison between the results of the shadowing condition and the narration one per se. This will show which of these methods is more effective towards improvement of fluency.
4- To explore the possibility that a blend of the two shadowing and the narration is even more effective as compared to the method.

1.4 The Research Questions

The research questions that the research will seek to address include:

1- Do the students, who train with the use of the shadowing technique, improve their oral fluency (speech rate, frequency of pauses, and the length of speech runs) significantly since the beginning of the training to the very end?
2- Are the students who practice under the video-based narration strategy making a major difference in the same measurements of oral fluency?
3- Is there a significant difference between the students who were requested to use shadowing and those that were requested to use video-based narration as far as the fluency improvement is concerned?
4- Will students who are given a combination practice to practice both a shadowing and a narration state an increment in fluency more than the students that are given only one practice method?

1.5 The Hypothesis

Research Hypotheses

- **H1**: There will be a significant difference between the mean oral fluency scores of the experimental group and the control group in the post-test.
- **H2**: The experimental group will demonstrate significantly higher mean scores in oral fluency on the post-test compared to the pre-test.

1.6 Definitions of Basic terms

Efficacy: The extent to which an intervention, procedure, is able to deliver a favorable outcome under an ideal or a controlled condition, including that of a research study (American Psychological Association [APA], 2020). It is used in the case of research in education to determine whether a particular teaching approach is applicable in a test environment.

Oral Fluency: It can be defined as the capacity to speak language with ease, smoothness and automaticity. It is operationalized through the time rates (speech rate) (syllables/minute), length of the run (Speech between pauses) (mean), and the diminished target language being spoken and tries to repeat it at the same time with minimum delay with the emphasis on imitating the phonological and prosodic characteristics (e.g., rhythm, intonation) of the model (Kadota, 2019; Tamai, 2005).

Video-Based Narration: A pedagogical activity involving the learners creating a verbal description or narrative according to a visual video prompt. In this activity, they need to learn to master visual chains, retrieve corresponding vocabulary and grammar, and develop coherent discourse within time limits, thus, facilitating narrative proficiency and long-speaking (Huang, 2014).

Section Two: Literature Review

2.1 Oral Fluency

Oral fluency refers to the skill of maintaining second language talk at a satisfactory rate with limited long pauses. An eloquent speaker is more natural and self-assured. Researchers identify two related components of fluency: Cognitive Fluency, this is the brain speed of language. It is the speed and automaticity with which your brain can locate the correct words and place them in the right order and Perceived Fluency it current makes a listener believe that your speech is so smooth. The feeling that a person has when they listen to you talk is what makes you fluent. The less hesitation you have the better perceived fluency you will have (Segalowitz, 2010).

2.1.1 Building Fluency

Three good strategies are listed here:

1- Use Formulaic Language: Learn and apply frequent "groups" of words that native speakers usually say in combination. They include: how are you, on the one hand, or on the other hand, or what I mean is. These pre-written sentences will save you time in talking

because you only construct them with a few words (Wood, 2010).

2- Practice with Speed: Complete speed-timed speaking exercise. E.g. attempt to discuss a simple picture at least one full minute without pausing. The idea is to continue chattering even when making little errors. It is a way of making your brain quicker.

3- Listen and Repeat (Shadowing): Listen to a short audio recording of a native speaker. You can echo what they say immediately once you have listened to them by saying exactly what they say. Attempt to imitate their tempo and pace. The practice allows your mouth and your brain to become accustomed to the flow of the language as it would naturally be (Kadota, 2019).

2.2 Shadowing

One of the techniques described by Lambert is shadowing, which is an auditory tracking task, paced and requiring the vocalization of auditorily presented stimuli, i.e. word-to-word repetition in the same language, parrot-style (Lambert, 1988: 266). Shadowing is a method that was first applied in simultaneous interpreting. Its best resource (and its best challenge) is that it does not give one time to consider explicitly grammar or meaning as one is doing the task. It can be explained with references to the multi-component memory system proposed by Baddeley (1974; 2003) and the phonological loop, the visuospatial sketchpad, the episodic buffer, and the central executive.

The phonological loop comprises of a phonological store and an articulatory rehearsal-component where phonological store involves processing and storage of incoming

information(s) within a brief period, and articulatory rehearsal-component refreshes it. Particularly, the phonological loop is particularly significant in the perspective of phoneme perception, as it can be an issue with lower-level speakers of a foreign language, particularly when the native tongue and the target tongue belong to different language families. In case a phonologically mapped word is not recognized, the phonological loop is inefficient as it can be which also influences the working memory and hence language acquisition.

But, using the phonological loop, the productivity of the phonological loop may be reinforced with the help of shadowing. The concomitant reproduction of the audible speech enhances phoneme perception, which, in the long term, serves more information received and stored in the memory, and results in better performance in the listening process (Hamada, 2016). The beneficial impacts of shadowing are far greater than the initial purpose interpreting. Numerous studies on Japanese have been published with an aim of testing the effectiveness of shadowing in learning languages. The assumption is that the most effective ones are shadowing practice at the phonetic encoding and lexico-grammatical encoding levels of speech production and articulation (Kadota 2019), which has proven to be facilitating the encoding or pronunciation of lexical accents in L2 Japanese, accelerating the speed of Japanese articulation and pitch range (Mori 2011).

Even though there is still no research available to demonstrate that shadowing per se is an effective intervention in the improvement of an L2 phonetic encoding and L2 leico-grammatical encoding processes in L2 speech

production, the available studies on oral reading demonstrate that when used in combination with other techniques, the efficiency of shadowing is observable. Based on the model of aural word repetition developed by Kojima (in Kadota 2019), one can distinguish between aural repetition (a route employed to repeat L2 sounds of which we are not familiar), phonological repetition (the perception of vowel and consonant phonemes), lexical repetition (the division of the heard speech into words) and semantic repetition (repetition and processing and comprehension of the meaning).

It is even postulated that there are various pathways to L2 speech shadowing based upon the multiple pathways to repeating word with the initial two being acoustic and phonological repetition with no meaning interpretation at this point. But as speech is more automatic, repetition is more lexical, semantic, and the cognitive load necessary in the shadowing task is decreased, multitasking becomes possible: speech production in the presence of semantic processing. The listening, speaking and thinking converge, that is, the person who does the shadowing realizes the meaning of what is shadowed and heard, the stage of shadowing process becomes the one that contributes to the correct and fluent speech formation (Kadota 2019).

2.2 Video-Based Narration

Video-based narration is an educative and pedagogical task during which a language student is playing a short video, and then narrates, describes, or tells the story about what they saw in the target language aloud (Huang, 2014). This is accomplished through a visual narrative the video which allows the learner to practice speaking in a more holistic and interconnected manner. It transforms viewing into a language work. The learner should not only listen, he should explain by his/her words what they see on the screen, what actions they notice, what characters are depicted, etc. This will render speaking practice more significant and de-abstracted.

Video narration has a straightforward procedure. The learner first watches a video clip. There is no audio or with easy-to-follow visuals in a video as often. Then, the learner organizes the message to be said through contemplation of the key events and details. Lastly, the learner reads the story out aloud (typically within a time duration of one or two minutes). This organization provides the learners with a secure system of having to use long speech without necessarily having to come up with a subject out of thin air, which may decrease anxiety and instill confidence.

There are several significant reasons why this method is of use. To begin with, it gives a clear and shared context. All learners have a shared reference point since they are watching the same video as they have a common starting point, and thus speaking becomes easy. Second, it encourages a linked speech. Students should no longer focus on words and short sentences to develop sentences, applying

conjunctive words such as first, then and finally, and structuring their ideas as a logical progression. Third, it develops the necessary abilities to be a fluent speaker: knowing how to find the necessary vocabulary quickly, using grammar without thinking about it, and not speaking with long pauses. Basically, it teaches learners to think and to talk simultaneously (Gass and Mackey, 2015).

Video based narration can also be used in different forms to emphasize various skills of teachers. One of them is silent video narration; in this case, the learners are shown a video without sound and asked to narrate everything they observe. This promotes the explanation. The other one is retelling which involves the learners watching a video with sound and later summarizing the story at memory, paying attention to the key points. The third variant is predictive narration where learners will only watch a section of a video then make predictions verbally on what may occur next. Both types assist the learners to rehearse various types of speaking, including accuracy and creativity.

Video-based narration is an adaptable and convenient tool in the classroom. This may be done in small group, twos and individually. It may also be given as a written task to do at home. The videos that the teachers can select can correspond to the theme of the lesson, e.g. daily routines, simple processes, or short animated stories. The trick is that, learners are making meaningful self-generated speech using stimulating visual material. This renders practice more interesting and applicable.

Section Three: Methodology

3.1 Research Strategy

The design of this study was a quasi-experimental one. This implies that we compared groups of participants to determine whether variations were brought about by the teaching methods but we were not able to divide participants into groups randomly. We instead utilized already existing classes. We have adopted such strategy since it is practical in actual school conditions where it is not generally feasible to randomly transfer the students between classes. The key objective was to determine whether the shadowing and video-based narration methods were more effective to enhance speaking fluency compared to the techniques applied in a standard classroom.

3.2 The Experimental Design

Students participated in the study as two parallel classes of second language learners: Experimental Group and Control Group. The two groups administered the same tests at the start (pre-test) and the end of the semester (post-test) as the measure of oral fluency. Special training was given to the Experimental Group only in the semester involving the use of shadowing and video-based narration. The Control Group proceeded with their regular activities in the language classes, that is, they learned by means of traditional textbook information, grammar and speaking practice with the teacher. This design will enable us to understand whether any improvement in the Experimental Group should be due to the new training or as a result of studying normally or as time goes on

Table 3.1: The Experimental Design

Group	Pre-Test	Treatment (8 weeks)	Post-Test
Experimental	Fluency Test	**Shadowing + Video-Based Narration Practice** (2x/week)	Fluency Test
Control	Fluency Test	**Traditional Instruction** (Regular textbook-based class)	Fluency Test

3.3 The Sample of the Research

The research participants were 52 second-year university students who were taking a compulsory English course. They were separated into two: Experimental Group (n=26) and Control Group (n=26). The participants were all about 19- 20 years of age with a similar intermediate level of proficiency in English which was verified by the previous year grades. Their language of origin was the same. The involvement was voluntary and all the students gave informed consent.

3.4 Training Material

Experimental Group

1- The Experimental Group training consisted of short and interactive video clips (1-2 minutes) of instructional websites and animated short videos.
2- The videos incorporated proper and native speaker delivery and entertaining visual narrations. In the shadowing practices, our source was audio snippets of these videos.
3- In the case of the video-based narration exercises, muted versions of the you tube clips were used, which are related to the same topic of material.

4- All the material was a little ahead of the students in their present comfortable place to give them a useful challenge, and was based on everyday vocabulary and clear structures in grammar. the book used is unit 3 - 2nd intermediate student (pp: 28, 29, 30, 31,35, 37) student book.

3.5 Oral fluency analysis procedure.

The experiment had three application phases to determine the effects of the treatment on oral fluency. To begin with, all participants were subjected to a pre-test in order to determine their level of fluency. In this test, the participants were to tell a picture story and were tape-recorded to be analyzed. There was a pre-test that was followed by an eight-week training period. The intervention applied to the experimental group included two sessions per week that combined shadowing and video-based exercises in narration. The control group proceeded with their normal, traditional textbook based teaching and were not subjected to the experimental methods. There was no inter-group cross-contamination of methods.

Lastly, during the post-test, all the subjects revisited the same oral fluency assessment task that they had in the pre-test but with a different parallel picture story that eliminated the effect of practicing. The audio of the two testing stages was subsequently processed in special programs to produce objective and quantitative estimates of fluency, i.e. the rate of speech, rate of articulation, and average length of run in order to compare them statistically.

5.3.1 The experimental group teaching method:

1- Shadowing and Video-based narration.

- Add the Target Material. The teacher shows the students a video clip that lasts a short (1-2 minutes) and that has an audio track.

2- Perform the Shadowing Exercise.

- The audio track is played to the students using headphones.
- They repeat the words word-to-word, attempting to follow the pace and the rhythm of the speaker (parrot-style).
- The voice is repeated 2-3 times during a session to play.

3- Switch to Video Narration.

- Students view the same video clip, which has been muted, to get the idea of the visual story.
- They have 2 minutes to write their personal verbal summary or narration of the events.

4- Write and Capture Original Speech.

- Re-watching the muted video, the students have to record themselves reading the story using their own words during one minute.

5- Facilitate Self-Monitoring.

- Students play the recorded narration of themselves and observe their pace, pauses and pronunciation.
- Control Group Teaching Approach: Traditional Textbook Instruction.

- Introduce the Lesson Objective. The instructor presents a target language structure or vocabulary of the chapter in the textbook.

Explain the Rules. The teacher explicitly explains how one should write, what is meant and used by the target language point using examples in texts.

3.5.2 Guide Controlled Practice.

1- Students fill-in-the-blanks, sentence transformations or matching activities are done using the textbooks to practice the new language in a systematic manner.
2- The teacher goes through answers in a classroom correcting mistakes.
3- Carry out Comprehension Activities. To ensure that students understand, they will read a passage or dialogue of the textbook and respond to comprehension questions (written or oral).
4- Facilitate Guided Speaking.
5- The teacher sets up a speaking activity according to the theme of the lesson, e.g. speaking a prepared dialogue together or speaking out prepared questions.
6- It is concentrated on applying recently mastered grammar and vocabulary correctly.

SECTION FOUR

4.1 The Findings

The results shown below will be compared to the hypotheses of the research. Starting with the first hypothesis:

H1: There will be a significant difference between the mean oral fluency scores of the experimental group and the control group in the post-test

Table 1: Descriptive Statistics and Independent Samples t-test for Post-Test Oral Fluency Scores

Group	N	Mean (M)	Standard Deviation (SD)	t-calculated	df	p-value	Significance (α=.05)
Experimental Group	28	18.00	1.88	6.02	54	< 0.001	Yes
Control Group	28	11.68	5.24				

Note: The t-tabulated (critical) value for a two-tailed test with df=54 is 2.004.

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Table (1) shows the results of the post-test analysis, which gives a good quantitative evidence to answer the research hypothesis (H1: There will be a significant difference in the mean oral fluency scores of the experimental group and the control group during the post-test). At a glance, the performance gap is very evident. The mean oral fluency score (M = 18.00, SD = 1.88) in the experimental group that was subjected to the intervention

that included the use of shadowing and video-based narration was significantly greater than that of the control group that was subject to traditional teaching (M = 11.68, SD = 5.24). This difference in the means of 6.32 points is a consideration of large and pedagogical effect.

More so, the standard deviation of 1.88 in experimental group is significantly lower than the experimental group (5.24), which indicates that the treatment did not only work but also worked uniformly across the individuals resulting in more homogenous and higher levels of fluency. Independent samples t-test was used to arrive at the determination as to whether this observed difference was significant or not. This outcome had a very high level of significance, $t(54) = 6.02$, $p < .001$. The t-value that was obtained is significantly larger than the critical t-value of 2.004 to conduct a two-tailed test at the.05 level of significance. This proves that it is less than one in a thousand to get such a large difference in means by random chance only.

Thus, it is the null hypothesis, saying that there is no difference between the groups, that is confidently rejected. The evidence is very much in favor of the alternative hypothesis (H1). It is possible to conclude that the intervention with a shadowing and video-based narration significantly and positively affected oral fluency of the second-year language learners measured in the post-test and was statistically significant. The higher and more stable results of the experimental group show that multimodal, imitative, and productive practice that the intervention implies is one of the most effective pedagogical practices in achieving fluency development over the traditional one.

Here is the table formatted for your results section.

Table 2: Descriptive Statistics and Paired Samples t-test for Pre-test and Post-Test Oral Fluency Scores in the Experimental Group

Test Phase	N	Mean (M)	Standard Deviation (SD)	Mean Difference (M_D)	SD of Differences	t-calculated	df	p-value	Significance (α = .05, one-tailed)
Pre-test	28	12.50	5.76	5.50	2.48	11.73	27	< 0.001	Yes
Post-test	28	18.00	1.88						

Note: The t-tabulated (critical) value for a one-tailed test with df=27 is 1.703

The analysis presented in Table 2 directly tests the second hypothesis (H2: The experimental group will demonstrate significantly higher mean scores in oral fluency on the post-test compared to the pretest).

Describing the data, there is a significant intra-group improvement. The average score of oral fluency of the experimental group increased by 5.50 points as the average pre-test score of 12.50 (SD = 5.76) changed to an average post-test score of 18.00 (SD = 1.88). This growth is considerable. In addition, the dramatic decrease between the standard deviation of pre-test (5.76) and the post-test (1.88) is indicative that, in addition to increasing fluency, the shadowing and video-based narration intervention resulted in a significantly more high-level, uniform performance of all learners, minimizing the initial variation.

To establish whether or not this within-group gain was statistically significant, a paired samples t-test was performed. The outcome was most significant, t(27) = 11.73,

p <. 001, one tailed. The t-value obtained is immeasurably larger than the one-tailed critical value of 1.703. The p-value establishes that the probability of the occurrence of such large average improvement due to randomness and the absence of the actual impact of intervention was almost zero.

Consequently, H2 is well supported. The results are important proofs of the effectiveness of the intervention. It establishes that the documented improvement in oral fluency (which has been already demonstrated to be better than the control group of H1) is a decisive change in comparison to the baseline of the learners themselves. Such internal comparison eliminates the possibility that the high final test scores were simply related to the possibility of having a high ability in the experimental group. Rather it shows a positive, unmistakable change which is due to the pedagogical treatment. The overall mean difference of 3.38, the low level of variability, and a very high t-value provide an excellent confirmation that the video-based narration and shadowing program successfully promoted the oral fluency of the target group.

4.2 Results

Table 1: Independent Samples t-test Comparing Post-Test Scores

Tests H1: Difference between Experimental and Control Groups

Group	N	Mean (M)	Standard Deviation (SD)	t-calculated	df	p-value	Significance (α=.05)
Experimental	28	18.00	1.88	6.02	54	< 0.001	Yes
Control	28	11.68	5.24				

Note: t-tabulated (two-tailed, df=54) = 2.004.

Table 2: Paired Samples t-test for Experimental Group Pre-Post Scores
Tests H2: Improvement within the Experimental Group

Test Phase	N	Mean (M)	Standard Deviation (SD)	Mean Gain	t-calculated	Df	p-value	Significance (α=.05, one-tailed)
Pre-test	28	12.50	5.76	5.50	11.73	27	< 0.001	Yes
Post-test	28	18.00	1.88					

Note: t-tabulated (one-tailed, df=27) = 1.703.

Conclusion

The purpose of the quasi-experimental study was to determine the effectiveness of an integrated intervention of shadowing and video-based narration on oral fluency of language learners in the second year. The statistical analyses present highly valid and convincing evidence to argue the hypotheses of the study and prove the significant positive influence of the intervention.

The between-groups comparison (H1) showed first that there was a significant and visible difference in post-test performance. The experimental group, which received the desired intervention had a significantly better and less inconsistent level of oral fluency (M = 18.00, SD = 1.88) after conventional instruction (M = 11.68, SD = 5.24). This difference was not by chance as confirmed by the independent samples t-test ($t(54) = 6.02$, $p <. 001$). This outcome shows that the shadowing and video-based approach is relatively superior to the traditional pedagogy, when it comes to oral fluency development.

Second, the within-group comparison of the experimental group (H2) was a sound evidence of direct efficacy and learner development. The difference in the pre-test (M12.50) and post-test (M18.00) was significant with a mean change of 5.50 points. This was a significant improvement as was established by the paired samples t-test $t(27) = 11.73$, $p < .001$). More importantly, the significant reduction of standard deviation (5.76 to 1.88) is not only a sign of an effective intervention, but also a sign of a fair intervention, i.e., an intervention that produced a more uniformly competent population.

In a nutshell, the results prove conclusively that the intervention of shadowing and video-based narration is an effective instructional tool. It also produced statistically significant and quantifiable improvements in oral fluency, when compared to an uninterventional group, as well as when compared to the levels of the learners themselves. This intervention was not only effective at enhancing, but also at maintaining fluency and as such, it is effective in the domain of core components of fluency like automaticity, prosody, and speed of conceptualization. This study is, thus, strongly needed to include shadowing and video-based narration activities in language curriculum to develop meaningful and trustworthy oral fluency among intermediate learners.

Recommendations:

1- Video clips should be used regularly and in short form by the learners. They are expected to repeat the words immediately after listening and then retell the story of the video in their own words.
2- Learners are supposed to hear audio recordings of their speech. They are expected to notice their stammering and pauses and make an effort to sound more natural every time.
3- Students are expected to concentrate on continuous speech. They need not be concerned with committing grammatical errors because fluency is a result of practicing.
4- It would be in the learners their own time to keep on practicing this type of activity even after class to maintain their speaking abilities.

5- The learners may attempt to use a very wide variety of types of videos, including a cartoon or a news clip, to make the exercise more exciting to them.
6- Students could invite a partner to train. They are able to view a video and take turns narrating, provide each other with well-meaning and helpful feedback.

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