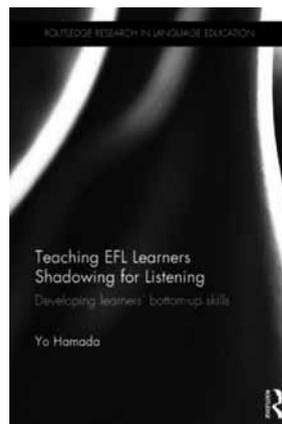


***Teaching EFL Learners Shadowing for Listening: Developing learners' bottom-up skills.*** Yo Hamada, (2017). New York: Routledge. 188 pages, ISBN: 978-1-138-93598-3.

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Research on innovative approaches to foreign language teaching, for example, the use of audiovisual translation through subtitling and dubbing, has been on the rise in recent years. Another technique that attracts attention more in interpreter training than in language teaching is shadowing where trainees listen to a chunk of a speech and almost simultaneously reproduce the heard chunk. Shadowing has long been a technique to train interpreters in simultaneous interpreting courses. It is cognitively demanding because it requires multitasking between analytical listening and oral production. Recently, shadowing has been used by teachers to sharpen students' foreign language skills. In foreign language classrooms, it has been found effective in improving students' pronunciation and intonation (Hsieh, Dong, & Wang 2013; Martinsen, Montgomery, & Willardson, 2017) and enhancing phoneme perception and improve low-achievement students' listening skills (Hamada, 2016).



In his recent contribution, *Teaching EFL Learners Shadowing for Listening*, Yo Hamada focuses on how shadowing can improve EFL learners' bottom-up listening skills. This book is a practical guide for language teachers and students who are interested in using shadowing as an exercise in teaching and learning.

The monograph consists of eight chapters. Chapter 1 lays a theoretical foundation for the coming chapters, introducing the history and definition of shadowing, and explaining why shadowing can be used as a listening exercise by drawing upon the top-down and bottom-up frame in active listening. Chapter 2 moves on to specific instructional procedures and testifies their effect on listening skills through quasi-experiments. Results suggest that shadowing is effective in improving phonetic perception and listening proficiency. Chapter 3 demonstrates how shadowing can be used more effectively in terms of materials selection, pedagogical progression, and the integration of recording functions of smartphones for self-monitoring. Chapter 4 discusses how shadowing can motivate learners and foster autonomous learning. Chapter 5 is concerned with the positioning of shadowing exercises in a curriculum, a course and a lesson respectively. In chapter 6, the author lists limitations of the experiments and points to directions for future research. Chapter 7 provides a quick way to find answers to common questions about shadowing. The book concludes with a brief summary in chapter 8.

The limitation of shadowing lies in the fact that it needs to be complemented by other traditional approaches to listening. Both bottom-up (sound-based meaning construction) and top-down processing (schemata-based or knowledge-based meaning construction) are involved

in active listening. However, students are forced to reproduce every sound of the original speech in shadowing exercises where the bottom-up processing is dominant. This may not be good for them if used as the only exercise.

To sum up, the book provides an overview of shadowing as a listening enhancement technique. I would like to recommend it to language teachers and students who take interest in such an innovative way of teaching and learning listening.

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