
Abstract**The Effect of Shadowing Training on the Development
of Second Language Fluency****MURAOKA Yuka**

The present study investigated whether shadowing training could improve the oral fluency of L2 learners of English. Kadota (2012, 2015, 2018, 2019), referring to the Production Model proposed by Levelt (1989, 1999), argues that shadowing has the potential for developing L2 speaking abilities, not to mention listening skills. That is to say, shadowing training could result in developments in the articulator (faster speech) and the formulator (faster access to lexicon). The participants in the present study were 16 female college students in Japan. They engaged in 90 minutes of shadowing training for 11 weeks. They were given a shadowing skill test and free speech before and after the shadowing training. In the former test, the participants shadowed a one-minute conversation. Their shadowing was recorded and analyzed to determine how many syllables they could correctly reproduce. As to the free speech, oral data were analyzed in terms of three fluency measures: the mean length of runs (related to the formulator), articulation rate (related to the articulator), and speech rate (related to the whole production components). The results showed major improvements in shadowing skill and speech rate.