BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH - NHẬT

Sinh viên : Trần Thị Minh Phương

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

A STUDY ON ADOPTING SHADOWING TECHNIQUE TO ENHANCE PRONUNCIATION OF THE FIRST-YEAR ENGLISH MAJORS AT HAI PHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – NHẬT

Sinh viên   : Trần Thị Minh Phương
Giảng viên hướng dẫn: ThS. Phạm Thị Thúy

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Lớp   : NA2101N

Ngành   : Ngôn ngữ Anh – Nhật

Tên đề tài: A Study on Adopting Shadowing technique to Enhance Pronunciation of The First-Year English Majors at Hai Phong Management and Technology University

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Phạm Thị Thúy

Học hàm, học vị   : Thạc Sĩ

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Nghiên cứu về việc áp dụng kỹ thuật Shadowing để nâng cao khả năng phát âm của sinh viên năm thứ nhất chuyên ngành tiếng Anh trường Đại học Quản lý và Công nghệ Hải Phòng.

Đề tài tốt nghiệp được giao ngày 07 tháng 11 năm 2022

Yêu cầu phải hoàn thành xong trước ngày 18 tháng 02 năm 2023

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

    Sinh viên   *Giảng viên hướng dẫn*

Trần Thị Minh Phương   ThS. Phạm Thị Thúy

Hải Phòng, ngày 24 tháng 02   năm 2023

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thuý

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Trần Thị Minh Phương

Chuyên ngành: Ngôn ngữ Anh - Nhật

Nội dung hướng dẫn: A Study on Adopting Shadowing technique to Enhance Pronunciation of The First-Year English Majors at Hai Phong Management and Technology University.

1. **Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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2. **Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)**

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3. **Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......

Giảng viên hướng dẫn

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Trần Thị Minh Phương

Chuyên ngành: Ngôn ngữ Anh – Nhật

Đề tài tốt nghiệp: A Study on Adopting Shadowing technique to Enhance Pronunciation of The First-Year English Majors at Hai Phong Management and Technology University.

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......

Giảng viên chấm phản biện

(Ký và ghi rõ tến)

Abstract

Shadowing is a technique used to help learners improve many aspects of their English learning, particularly pronunciation which is critical in using English because it serves as the foundation for conversation recognition. English learners cannot communicate effectively unless they have a solid foundation in pronunciation. Therefore, many English learners, particularly those learning English as a foreign language in a non-native environment, find it difficult to practice speaking English because their basis in pronunciation has been lost.

This small project aims to help the first-year English majors at Hai Phong Management and Technology University solve their pronunciation problems and focuses on guiding how to use the Shadowing technique and identifying the difficulties that students face when using this technique to improve their pronunciation. Finally, it provides same solutions to assist the students in enhancing their pronunciation through listening and repetition.

Acknowledgement

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PART I: INTRODUCTION

1. Rationale

The world is changing quickly, but the language barrier still is an invisible obstacle that people have to face nowadays. English is used in various situations, including work, recreation, and travel. The majority of websites are written in English. Using English fluently brings us closer to humanity's collective knowledge, improving our comprehension. In the future, people who have good skills in English will also get a lot of great opportunities to develop themselves.

In Vietnam, English is considered as a second language and is taught as a compulsory subject in schools. However, since Vietnam is a non-native environment, skills such as listening, speaking, reading, writing, and grammar are appreciated when learning English whereas pronunciation often is ignored in most educational institutions. Hence, some first-year English majors at Hai Phong Management and Technology University are struggled with English learning.

The author discovered that English speaking skills are taught more intensively in the first-year English majors of Hai Phong Management and Technology University than in subsequent years, and many students appeared to have English pronunciation issues in this stage. English teachers are sometimes frustrated by their students' difficulties with English pronunciation. Among other things, most students are struggle with vowels, consonants, sound combinations, stress, rhythm, and pitch.

Due to several consequences afterwards that people can suffer, this issue must be addressed. One of the most efficiently methods can solve this problem is applying the Shadowing skill into studying English which can help students improve their pronunciation. The content of this study was to introduce the Shadowing technique to the first-year English majors at Hai Phong Management and Technology University in order to help them with their English pronunciation problems. The study benefits a wide range of subjects, especially for the first-year English majors at Hai Phong Management and Technology University.

As a result, the purpose of this study is to determine the impact of the Shadowing technique on the pronunciation of the first-year English majors. The research was carried out at Hai Phong Management and Technology University.

2. Significance of the study

It is necessary to use the technique to improve pronunciation in the first year of English majors. Thus, the author conducted a study titled *"A Study on Adopting Shadowing Technique to Enhance Pronunciation of First-Year English Majors at Hai Phong Management and Technology University."*

It is hoped that this research will help the first-year English majors have a better understanding about their problems and properly apply the Shadowing technique to improve their pronunciation.

3. Aims of the study

This study aims to introduce the Shadowing technique to the first-year English majors at Hai Phong Management and Technology University. The author wishes to emphasize that the focus of this study is on first-year English majors. Because having the right direction from the beginning will make the process of learning English at university easier and more efficient.

To achieve the stated objectives, the research focuses on the following topics:

- The positive and negative effects of the Shadowing technique

- Synthesize difficulties when using Shadowing technique and propose solutions.

4. Research question

The following research question was posed: How has the Shadowing technique helped first-year English majors at Hai Phong Management and Technology University improve their pronunciation?

5. Scope of the study

The subjects of this study are limited to the first-year English majors at Hai Phong Management and Technology University. This survey's samples will be 45 students. A self-administered questionnaire serves as the survey instrument. Participants complete the questionnaire on their own. The questionnaire contains both closed-ended and open-ended questions.

6. Methods of the study

The quantitative method is used to gather data for the study. A survey questionnaire for first-year English majors was used to collect data.

All conclusions and recommendations are made based on the results of the data analysis of the study.

7. Design of the study

The study is divided into five main parts:

Part I is an Introduction, this chapter provides an overview of the research such as rationale, significance, aims, research questions, scope, methods and design of the study.

Part II is Development - the core of this chapter is divided into two chapters:

Chapter 1: Theoretical backgrounds of pronunciation

1. This section provides details on pronunciation definitions; characteristics and importance of pronunciation in learning English and using English.

Reasons, common problems when pronouncing English.

2. This section provides details on the Shadowing technique, such as its definition, classification, steps for practicing Shadowing technique and the importance of this technique in learning pronunciation.

Chapter 2: Methodology

This chapter provides a detailed introduction to: the researcher; participants; resources and materials; instruments for collecting data; data collection procedures; and finally, a conclusion.

Part III is Data Analysis

This part consists of two parts.

The first is the design of the survey questionnaires, which presents the questions to be included in the survey.

The second is data analysis. The second section analyzes in detail the data collected after the survey.

Part IV is the Results and discussion, then the proposed solutions and finally some recommendations for students after the survey process.

Part V is the Conclusion, which summarizes what was given in previous chapters, the limitations of the study, and makes recommendations for further study.

PART II: DEVELOPMENT
Chapter 1: Literature Review

1. Theoretical backgrounds of pronunciation

1.1 Definition of pronunciation

Communication is the goal of language learning. It is critical to have correct pronunciation in order to understand what the other person is saying. When communicating orally, it is extremely difficult to understand someone who mispronounces.

Educators and authors have expressed a variety of perspectives on the definition of pronunciation:

According McLeod et al, 2021: "Pronunciation is defined as the act of producing a language's sounds"

According to Fraser (2001: 06) "states pronunciation includes an essential ingredient of oral communication. It also relates to grammar, vocabulary choice, and cultural consideration. It is not merely about the correct utterances or production of learners" sounds and words", but it should be seen as an essential part of communication integrated into classroom activities."

In ELT learning activities, "pronunciation refers to all those aspects of speech which makes for an easily intelligible flow of speech including segmental articulation, rhythm, and intonation" (Muhlisin & Widyanto, 2019)

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), "pronunciation is the production of sounds that is used for making meaning."

"Pronunciation is the way of uttering a word in an accepted manner" (Otlowski, 1998).

Furthermore, Richard and Schmidt (2002) defined "pronunciation as the method of producing certain sounds."

Xue and Dunham (2021) (in Computer Assisted Language Learning), commented, "using the same concept, stated that pronunciation is both the way speech is produced, along with all of its phonological features, and the way it is perceived and interpreted."

This definition is supported by Sewell (2016) and Szyszka (2016), who defined "pronunciation as the process of uttering or articulating both segmental and suprasegmental features of a language, as well as how to perceive and interpret them."

According to Cook, (cited in Pourhosein Gilakjani, 2016) defined "pronunciation as the production of English sounds." "Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language."

There are many different definitions, concluding with the most understandable definition from Oxford Learners Dictionaries: "Pronunciation is the way in which a word is pronounced".

1.2 Characteristic of pronunciation

In this section, the author will provide the definition and dissemination of Shadowing technique, as well as the importance of this technique when applying English learning to the first-year English majors at Hai Phong Management and Technology University.

1.2.1 International Phonetic Alphabet

International Phonetic Alphabet (IPA) is the international phonetic chart.

The English IPA phonetic table includes 44 sounds (20 vowels and 24 consonants). Thanks to the IPA table, we can know the standard pronunciation & stress of words. When look at the IPA, you can find: phonetics, vowels, consonants, diphthongs, and accents of words.

International Phonetic Alphabet

Some experts have classified the components of English pronunciation.

According to Kortmann (2020), "the components of pronunciation include individual speech sounds such as monophthongs, diphthongs, triphthongs, semi-vowels, and consonant sounds; syllable and word sounds such as stress and pitch; and sentence sounds such as stress and intonation."

Vowel sounds, consonant sounds, and sound combinations are all covered by segmental sounds. Vowel sounds include monophthongs, diphthongs, and triphthongs; consonant sounds include voiced and voiceless sounds; and sound combinations include the presence of proximate positions between two vowel sounds or two consonant sounds (Sewell, 2016). Stress, rhythm, pitch, and intonation are thus examples of suprasegmental sounds (Szyszka, 2016).

Furthermore, Duranti et al. (2015) stated that "pronunciation is made up of several components such as single sounds (phonemes), sound combinations, sound linkage, word stress, rhythm, weak form, sentence stress, and intonation."

According to Chu and Xuan (2020), "pronunciation features include consonants, consonant clusters, vowels, weak form, strong form, rhythm, and stress. The following ideas about the components of English pronunciation can be summarized."

1.2.2 Components of pronunciation

There are many researchers who have shown the structure of pronunciation. And according to Chu and Xuan (2020), including the following important components:

1.2.2.1 Vowels

"A speech sound which is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction, and which is a unit of the sound system of a language that forms the nucleus of a syllable." (Cambridge Dictionary)

Example: "a,e,i,o,u" and sometimes "y"

The author's first concern is "short and long vowels," because all sounds in Vietnamese are read the same way; there is no concept of "long vowels."

The author will make a comparison through "the medium," which is "music." One of the characteristics of music is the difference in duration between the notes. A white note equals two black notes. As a result, "long vowels" are the "white note" in English, and speaking requires the sound to be of sufficient length (two or even three times as long as "short vowels"). Vietnamese does not have this feature.

a, Monophthongs

"A monophthong is a single vowel sound. The word monophthong comes from the Greek "mono", which means "one", and "-phthong", which means "tone" or "sound". So monophthong means "one sound" or "single sound". Monophthongs are sometimes called pure vowels." (Quote from https://www.studysmarter.us/, 2022)

b, Diphthongs

According Cambridge Dictionary, "A vowel sound in which the tongue changes position to produce the sound of two vowels"

"A diphthong is a vowel that contains two different vowel sounds in one syllable. Diphthongs are contrasted with monophthongs, which are singular pure vowel sounds." (https://www.studysmarter.us/)

The word diphthong comprises di, which means 'two' in Greek, and phthong, which means 'sound'. Therefore, diphthong means two sounds.

Diphthongs are gliding vowels as one vowel sound glides into the next. The first vowel is usually longer and stronger than the second one in the English language.

c, Triphthongs

Interpreted as "a phonological unit consisting of three successive vocalic sounds in one syllable" (by www.merriam-webster.com)

1.2.2.2 Consonants

According to the Oxford Advanced Learner's Encyclopedic (1992:192), consonants are "speech sounds made by completely or partly stopping the flow of air breathed out through the mouth".

Consonants is also defined "A speech sound that's not a vowel; a letter of the alphabet that represents a speech sound produced by a partial or complete obstruction of the air stream by a constriction of the speech organs".

According Cambridge Dictionary – "one of the speech sounds or letters of the alphabet that is not a vowel."

Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue.

A consonant is also a letter that represents a sound produced in this way:

Except for the vowels in English – a, e, i, o, u, and sometimes y – all the letters are consonants.

According to manner of articulation, consonants include 6 types:

Nasals: they are produced with the air- stream being stopped in the oral cavity but the soft palate is down so that the air can go out through the nose. /m, n, ŋ/

Plosives: are the sounds which are produced with the air-stream being stopped in the oral cavity and the soft palate is raised blocking off the nasal cavity. Then the two articulators come apart quickly and the air escapes through the oral tract. /p, b, t, d, k, g/

Fricatives: are the sounds in the production of which two articulators come close together but there is still a small opening between them so the airstream is partially obstructed and an audible friction noise is produced. /f, v, ʃ, ʒ, θ, ð, s, z, h/

Affricates: are the sounds which are produced when a stop is immediately followed by a fricative. / tʃ , dʒ/

Lateral: is the sound which is made when the air-stream is obstructed at a point along the centre of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth. / l /

Approximants: are the sounds in the production of which two articulators come close together but without the vocal tract being narrowed to such an extent that a friction noise is produced. /r, w, j/

place / manner	labial	labio-dental	dental	alveolar	palate-alveoral	palatal	velar	glottal
plosive	p b			t d			k g	
fricative		f v	q ð	s z	ʒ ʃ			h
nasal	m			n			ŋ	
liquid				r l				
semivowel	w					j		

Consonants of English

Following are the following features:
a, Voiceless consonants

It can be said that this is one of the most difficult challenges of English pronunciation because in Vietnamese there are almost all consonants "p", "t", "ch", "th", "k" but absolutely not air stream is included. Students are easily confused when speaking English if they do not pay attention to this feature.

English sounds do not exist in Vietnamese including these voiceless consonants. It is especially difficult when wind sounds are at the end of words and play the role of "ending sounds". Besides, past tense verbs or plural nouns if it ends in "voiceless consonants".

b, Ending sounds

 If the lack of ending sounds is one of the common mistakes made by Vietnamese students, many students and independent learners are commented on as "missing ending sounds".

 In Vietnamese, any word consists of only one consonant and vowel, but in English, the situation is different when it can be as many as three consonants in a word. In Vietnamese, vowels are read clearly, but in English, consonants play a dominant role and vowels only show up clearly when stressed. Thus, the concept of "last consonant" refers to the "last consonant" of a word that Vietnamese people do not have the habit

of reading it while it plays an equally important role compared to other sounds in English. In other words, "lack of the last sound" is a typical Vietnamese accent that is easy to detect and also makes it difficult and even frustrating for native speakers to hear an English speaker make this mistake

As many consonants as there are in English, there will be as many endings that must be pronounced.

*It can be classified into 3 groups as follows:

- The first group is the wind sounds. This is the group that is easiest to pronounce compared to the other two groups of ending sounds. From there, you can see that this content will be closely related to the other, because if you can't practice the wind sound, you won't be able to complete this last sound. Thus, the most effective way to deal with the last sound is to make sure the wind sound and check the spelling carefully with words with the last sound in this group.

For example: which, cheap, rest…

- Group 2 is the remaining consonants belonging to 2 groups of voiced consonants and other consonants. The ability to pronounce the last sound in this group can significantly increase the Speaking score.

For example "dad", "bag", "sum" or "vibrate". In the examples above, the sounds "d", "g" and "ng" are easily confused with the corresponding Vietnamese sounds.

- The last group are special cases of ending sounds. The first representation is that the "h" sound is never pronounced when it is in the last syllable position, even in some words like hour the "h" even though it is in the first place, still becomes silent. The second case is the "l" sound, which is changed in pronunciation when standing at the end of a word that is preceded by a long sound.

For example "leaf" differs from "school" in that there is "school" the occurrence of the schwa sound before ending in "l".

- Finally, the appearance or 'disappearance' of the "r" sound in the position of ending sounds in English. If "r" is the end of a single word like "car" or "four", it will not be pronounced, however if the next word starts with a vowel as in "my car is blue", then This "r" sound will be linked to "is" and reappear in the pronunciation of native speakers. There are also some difficult ending sound combinations such as in "world", "work" or "girl" that need to be noted.

c, Connecting sound

This concept was partially covered in the example of ending sounds with an 'r' sound. In fact, any word that ends in a consonant and is followed by a vowel is bound to occur as in 'depend on' or 'tell us'. This makes it difficult not only for us to read but also to listen because it is difficult to recognize words that have been joined. The only

way to fix this situation is to listen a lot and notice how native speakers connect sounds.

1.2.2.3 Consonant cluster

In linguistics, a consonant cluster (CC)—also known simply as a cluster—is a group of two or more consonant sounds that come before (onset), after (coda) or between (medial) vowels. Onset consonant clusters may occur in two or three initial consonants, in which three are referred to as CCC, while coda consonant clusters can occur in two- to four-consonant groups. (By Richard Nordquist, Updated on November 01, 2019)

In "The Routledge Dictionary of English Language Studies," author Michael Pearce explains that the written English language contains up to 46 permissible two-item initial consonant clusters, ranging from the common "st" to the less common "sq," but only nine permissible three-item consonant clusters.

Pearce illustrates the common three-item initial consonant clusters in the following words:

"spl/ split, /spr/ sprig, /spj/ spume, /str/ strip, /stj/ stew, /skl/ sclerotic, /skr/ screen, /skw/ squad, /skj/ skua," wherein every word must start with an "s" and be followed by a voiceless stop, such as "p" or "t" and a liquid or glide like "l" or "w."

Consonant clusters occur naturally in written and spoken English, although sometimes, they may be altered. Codas, the consonant clusters that end words, may contain up to four items, however, they are often truncated in connected speech if the consonant cluster is too long (as in the word glimpsed being acceptably written as glimst.)

This process, called consonant cluster simplification (or reduction) sometimes occurs when at least one consonant in a sequence of adjacent consonants is elided or dropped. In everyday speech, for instance, the phrase "best boy" may be pronounced "bes' boy," and "first time" may be pronounced "firs' time."

In spoken English and rhetoric, consonant clusters are often truncated naturally to increase speed or eloquence of speech. We generally drop a repeated consonant if it occurs at the end of one word and again at the beginning of the next. The process of consonant cluster reduction has no set rules, however, it is confined by certain linguistic factors that inhibit the operation of reducing such words.

Walt Wolfram, a sociolinguist at North Carolina State University, explains that "with respect to the phonological environment that follows the cluster, the likelihood of reduction is increased when the cluster is followed by a word beginning with a consonant." What this means for average English users is that cluster reduction is more common in phrases like "west coast or cold cuts" than in "west end or cold apple."

1.2.2.4 Stress

To solve the problem of stress, it is first necessary to find the answer to "unstress syllable", because if you cannot read these sounds correctly, there cannot be a standard for "louder and longer". Like the long sound, in Vietnamese there is no concept called "unstress syllable", so if you successfully handle it, you have taken a very long step on the difficult road of learning English.

In this part, Vietnamese students are often taught that "if the stress falls on any syllable, that syllable will have to be pronounced "louder, longer and clearer" but the author believes that not many people really understand it. In fact, there is a small conflict here about the difference between English and Vietnamese because in Vietnamese, all sounds are spoken equally clearly.

1.2.2.5 Strong form and Weak form

a, Weak form

"The way that word is pronounced when there is no stress on it" (Cambridge Dictionary)

"The weak form only occurs before consonants, and is usually pronounced /s/." – (Cambridge English Corpus)

Grammatical words are words that help us construct the sentence but they don't mean anything: articles, prepositions, conjunctions, auxiliary verbs, etc.

These words have no stress, and so they are weakened. That weakened form is called "weak form" as opposed to a "strong form".

b. Strong form

Strong form is the full form of the word pronounced with stress. The strong form only happens when we pronounce the words alone, or when we emphasize them. Weak forms are very often pronounced with a schwa, and so are very weak and sometimes a bit difficult to hear properly. (Information from website: https://multimedia-english.com/)

The difference in intensity between its strong beat and its light beat explains this problem. It can be understood that the main stress is the "strong beat" in English and so of course it will have to be pronounced louder and clearer than the "light beat".

In fact, "soft beat" in English is extremely common and the schwa sound \ə\ is the most representative of the group of unstress syllables. Therefore, the above statement that needs to be fully expressed is that "the stress needs to be louder, longer and clearer compared to the "light beat".

1.2.2.6 Rhythm

According to Merriam Webster (1828), rhythm is defined as "an ordered recurrent alternation of strong and weak elements in the flow of sound and silence in speech".

The aforementioned components of English pronunciation must be learned and practice of Vietnamese students so that they understand the complexities of English phonemes and are capable of correctly articulating those phonemes when communicating in English.

1.3 The importance of pronunciation when studying English

One of the English skills that should be improved is pronunciation, which is often overlooked by the learners. In fact, their pronunciation is important as it could be one of the assessments to see how good their English is.

"English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation" - (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016).

"Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning" (Pourhosein Gilakjani, 2012)

"Pronunciation is important in English communication because it contributes to the extent to which a spoken message can be understood by an interlocutor" (Evers & Chen, 2020).

"The term "intelligible English pronunciation" refers to the ability of a listener to perceive a speaker's speech sounds and understand the messages represented by those speech sounds (Blake et al., 2019)."

As a result, non-native English students must learn and practice producing proper and intelligible English speech sounds to improve their English speaking skills. Beginning in the primary school and continuing through the university, English is taught in an integrated manner in Viet Nam. Because the phonemic constructions of the Vietnamese language differ from those of English, English pronunciation is a difficult skill for Vietnamese students to master. Furthermore, English pronunciation contains many complex details, making it difficult for Vietnamese students to adequately acquire the indicators of English pronunciation.

AMP Fact sheets of AMP Research Centre that, "learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect" and "Yet many adult learners find pronunciation one

of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000).

1.4 Common problems with English pronunciation

"When learning any language, making mistakes in pronunciation is unavoidable, especially for new English learners. Error can be defined "the flawed side of learner speech or writing", which "deviates from some selected norm of mature language performance" by Dulay, Burt and Krashen (1982:138)."

Vietnamese phonemic constructions differ from those of English, and English pronunciation is a difficult skill for Vietnamese students to master. Furthermore, English pronunciation contains many complex details, making it difficult for Vietnamese students to properly acquire English pronunciation indicators.

According to Wrembel (2002), "these aims are 1) functional intelligibility-developing spoken English that is easy to understand for listeners; 2) functional communicability-developing spoken language that meets communicative needs; 3) increased self-confidence-developing a positive self-image; and 4) speech-monitoring abilities and speech-modification strategies-that will allow students to develop intelligibility, communicability and confidence outside the classroom."

"Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners" (Harmer, 2001).

Mispronunciation leads to many consequences, which can interrupt our English learning process.

Not having a pronunciation practice environment and not being focused right from the start is the biggest problem that students face when learning English Pronunciation.

1.5 The reasons for students' mispronunciation

According to VN Express's Quang Nguyen, there are three major reasons for mispronouncing English. They are as follows: 1) Inability to understand proper pronunciation; 2) difficulty with accents;3) difficulty with difficult sounds.

The author will analyze more closely the reasons according to this article:

1.5.1 Failure to understand correct pronunciation

Many people mispronounce simply because they don't know how to pronounce it correctly. This has three main causes. Firstly, Vietnamese people love to "spell" English - an impossible task, especially if they do not understand the correct pronunciation and communication. Spelling English is easy to create a habit of mispronunciation and difficult to correct. Second, the majority of Vietnamese students do not often listen to English. If they listen a lot, students will know which word they mispronounced. The third reason comes from the education system. In the past, students were focused on learning Grammar and there was almost no Listening - Speaking class in the classroom. Partly because of the limited time to study English, partly because of the study program. The number of students is too large is also a reason, then the teacher cannot cover the whole class.

1.5.2 Difficulty with accents

Overcoming the first obstacle is "knowing how to speak correctly", the problem with word stress is also very difficult. Even when they know where the stress is, a lot of people don't know how to pronounce a word correctly.

1.5.3 Difficulty with difficult sounds

Most of the sounds in English are new to Vietnamese people, so it is very beneficial to learn English sounds (according to IPA) right from the start. The sounds can hardly be divided into several groups:

a, Sounds similar to those in Vietnamese, for example: /t/, /k/, /s/; diphthongs: /eɪ/ (stay)...

b, Complete new sounds that do not exist in Vietnamese such as /dʒ/ (job), /ʒ/ (pleasure), /l/ (peel), "th" (thank).

c, Sound clusters, especially consonant clusters like "spl" (split), "str" (stress) or ending sounds like /kt/ (cooked)

In items (b) and (c), those sounds cause many difficulties for learners. Because such sound clusters do not exist in Vietnamese, learners are often confused and do not know how to handle them.

Besides, (Ronald Carter and David Nunan, 2001) (O'Connor, 2003) noted that the pronunciation errors made by English learners from various language backgrounds are systematic rather than accidental. So they concluded that the main problem of speakers of other languages who speak English is sound substitution, i.e. they replace sounds

that do not exist in their native language with sounds that are close to them in the place of articulation, e.g. they replace /p/ with /b/, / with /s/, and so on.

Moosa (1972) and Homeidan (1984) also demonstrated that "Arab students face problem in the pronunciation of sounds which the students are not familiar with e.g. /v/, /p/, /ŋ/"

The same problems exist in the pronunciation of the some first-year English majors at Hai Phong Management and Technology University.

2. Shadowing technique

2.1 Shadowing technique definition

Casillas (2020) defined "shadowing as a listening act or task in which the learner tracks the heard speech and repeats it as precisely as possible while attentively listening to the incoming information."

According to Shiki et al. (2010), "shadowing technique can be defined as a prompt process of verbal expression repetition, while repeating is an off-line task since it supplies learners with silent pauses to make the sounds."

Kadota (2007) stated that "the repetition process incoming speech and controlling the shadowed material occupies many areas of the learners' brains, particularly the center of language."

Jaramillo & Isaza (2016) describe "shadowing as a method to train interpreters in Europe, and it is widely appiled in Japan to improve English skills nowadays." When it comes to the use of shadowing among simultaneous interpreters, Seo and Takeuchi (n.d.) and Nakanishi and Ueda (2011) agreed. They stated that shadowing was originally thought to be a technique for training concurrent interpreters, but it is now used by high school students and teachers in language classrooms. They believed that this practice helped students develop their mental resources and memory skills.

Thi Huyen et al. (2020) "elaborated on a working memory model that demonstrates the mechanism of memory retention and sound recognition." According to this model, "'shadowing' is a high cognitive action as opposed to a purely automatic memory action or parroting."

"The shadowing technique was originally developed in Europe as a training technique for simultaneous interpreting and has piqued the interest of language educators in improving learners' listening and speaking skills, as 'shadowing' necessitates proficiency in both listening and speaking" (He et al., 2021). It was first widely used in

Japan in the 1970s. It took twenty years for it to be implemented pedagogically in the field of language education, and it has recently piqued the interest of second/foreign language educators. It is also embedded in the information-processing model, which views second language learning as either a controlled or automatic process, and served as the theoretical foundation for the shadowing technique.

Jaramillo & Isaza (2016) commented: "Shadowing as a method to train interpreters in Europe, and it is widely applied in Japan to improve English skills nowadays."

Northbrook (2013) made a video for sharing his opinion about the shadowing technique. He defined "it as training for English fluency. He stated that shadowing is a good way to improve learners' pronunciation, accent, intonation as well as rhythm because when the mouth is moving, the ears are paying attention simultaneously."

Teeter (2017) led an investigation about improving inspiration to learn English in Japan with a Self-study Shadowing Application. From his perspective, he pointed out that shadowing, in the field of second language acquisition, is a technique to repeat auditory material almost at the same time. Seo & Takeuchi (n.d) and Nakanishi & Ueda (2011) shared the same opinion when it comes to the use of shadowing among the simultaneous interpreters. They stated that shadowing was originally regarded as a technique for training concurrent interpreters, but it is adapted in language classrooms by high school students and teachers. They believed that this practice enables learners to develop their mental resources and memorial abilities.

According Tamai (2005) English learners mimic speech while listening attentively to the incoming information. He believed that shadowing is cognitive and active activities, where the students can listen while trail the heard speech and try to verbalize it. It was first cited in the study of Nakanishi & Ueda (2011, p4), as "an act or task of listening in which the learners track the target speech and repeat it immediately as exactly as possible without looking at a text".

Murphey (2001) defined "shadowing as a process where learners shadow everything speakers say" (p129). In other words, it refers to the full imitation of speech.

As Manseur (2015, p18) pointed out: "repeating exact words of an audio track recorded input of target language". He explained that, as the name implies, the shadow does everything the speaker does, and the shadower says everything the speaker says.

We can conclude from the preceding definitions that "shadowing" is an advanced learning technique in which you listen to a text in your target language and then speak it at the same time as the native speaker.

2.2 Classification of Shadowing technique

According to some researchers' classification;

"Shadowing is known as one of the training techniques used to improve interpreting skills." According to Tamai (2005), there are five kinds of shadowing as teaching methods which can be divided into three kinds of shadowing (shadowing, delayed shadowing, and phrase shadowing) and two kinds of peripheral tasks (parallel reading and speed reading) (see Table: Classification of Shadowing (Tamai, 2005)).

Kinds of Shadowing	Task Contents
Shadowing	articulate the same sounds at almost the same time while listening to sounds of a text
Delayed shadowing	do the same thing as shadowing explained above, but not at the same time, rather, after a second
Phrase shadowing	do shadowing phrase by phrase. In this activity, a teacher has students listen to a targeted text with CD or a teacher's model reading phrase by phrase
Parallel reading	read aloud looking at a text while listening to sounds
Speed reading	read aloud as quickly as possible looking at a text. In this activity, the degree of understanding the text is not important, and the teacher has each student measure how long it took for an individual to finish reading the text

Classification of Shadowing (Tamai, 2005)

Murphey (2001) stated that there are three main types of shadowing techniques: complete shadowing, selective shadowing, and interactive shadowing. Agreeing, Manseur (2015), concerning Murphey's types of shadowing, there are three main types: complete shadowing, selective shadowing, and interactive shadowing. Manseur (2015, p28) suggested specific steps to practice shadowing as follows: " First and foremost, the shadower should find a recorder material that belongs to the target language. Second, he should listen to the input as many times as possible using a pair of headphones or earphones". The previous stages are called blind shadowing, which is implemented without using a written transcript. He also commented that this is a

difficult task and the shadower sometimes resorts to the subtitles or transcripts to practice shadowing.

Types	Procedure
Complete shadowing	Learners shadows everything the speaker says
Selective shadowing	Learners selects only certain words and phrases to shadow
Interactive shadowing	Selective shadowing, and adds questions and comments from the listeners into the conversation to make it more natural

Murphey' s types of Shadowing (2001) (as cited in Hamada, 2016)

Hamada (2014) also classified the shadowing method in terms of the cognitive process of listening. As to him, there are two types of shadowing namely bottom-up processing and top-down processing. It is noted that bottom up shadowing requires learners to practice shadowing before knowing the target language while top-down shadowing requires learners acquired knowledge and rehearse the information first.

Northbrook (2013) also suggested different steps to practice shadowing properly. In his opinion, the first step is that the students can find the materials for shadowing from TV shows, radio program, audio books and so on. The materials should be at each learners' level because the exercise is not used to improve comprehension but pronunciation and speaking. Then, the shadower can print a text out, speak along with an mp3 several times, and look up new words from the dictionary. He advised that the shadower closely mimic the speaker, becoming that speaker in every pause and rhythm. Finally, the practitioners get rid the text and shadow without the text.

Concerning the transcript in shadowing, Manseur (2015) argued that the shadower should not rely on it because he believes that using a transcript during shadowing is an optional step that will be much more effective if the shadower becomes accustomed to the practice without one. "Reading the transcript enables the shadower to recorgnized the content of the material to be shadowed, and if any difficult words are encountered, the shadower can use a dictionary in order to check the meaning of for better understanding of the input" (Manseur, 2015, p 29).

In Manseur's study (2015). The step which requires the shadower to mimic the speaker in every aspect, from pace and rhythm to stress and intonation is the most important step.

As can be seen from table: "Murphey' s types of shadowing (2001) (as cited in Hamada, 2016", delayed shadowing may fit the aim of this research in terms of

improving students' pronunciation abilities. Therefore, the author put this kind of shadowing into practice during the research.

2.3 Shadowing technique steps

According to Hayakawa as cited in Sugiarto et al. (2020), there are 10 steps in the application of the shadowing technique.

Step 1: Listening and understanding the given audio

Step 2: Viewing the script of the audio at a low volume while listening

Step 3: Trying to shadow the audio at a low volume while listening

Step 4: Viewing the script of the audio and learning parts that are not understood yet

Step 5: Searching for the meanings of difficult words or phrases in dictionaries

Step 6: Trying to shadow the audio using all aspects of pronunciation as similarly as possible to the audio without bringing students' accents

Step 7: Shadowing smoothly and understanding the contents of the audio well

Step 8: Recording the process of shadowing

Step 9: Listening to the recording and checking the error parts

Step 10: Reviewing the error parts and making improvements

2.4 The importance of Shadowing technique in practice pronunciation

The benefits of the shadowing technique are: firstly, activating the process of bottom-up and top-down (Tamai, 1992), secondly, echoic memory is operated to maintain the incoming sounds information more precisely (Kadota, 2007). Students can devote more time to analyzing new information.

Additionally, Someya (1996) said that "shadowing technique assists to enhance the sense of prosody: the rhythm, intonation, and accent of speech."

Lin (2009) as cited in Kou and Chou (2014: 18) did a research with Taiwanese EFL junior high school students and concluded that "shadowing could help her students improve their pronunciation as well as self confidence." This finding is similar to that of Salim, Terasne &Narasima, (2020), who conducted an experimental research in a senior high school in Indonesia. 70 students took part in their study, half of whom were in the experimental group and received the shadowing technique treatment, while the others did not. Their data collection tools included interviews, multiple-choice tests, and records. Descriptive and test analysis was used to find the ways students learned and the results. Descriptive and test analysis were used to determine how students learned and the outcomes. Their research found that the shadowing technique not only helped students improve their pronunciation, but it also increased students' motivation to learn.

Bovee and Stewart (2009) also had students participate in shadowing activities as homework assignments, which required students to complete their assignments at

home on their computers. The researchers reported that roughly 70% of respondents thought their pronunciation of individual words and intonation had improved.

Foote, J.A and McDonough, K. (2017) also had a research to investigate the impacts of shadowing on their 22 second language learners. The participants of their study used iPods which were loaded with eight audio dialogues for use in eight weeks. A booklet with all necessary instructions were delivered to students to make sure they knew what they were expected to do. After the study, the researchers confirmed that shadowing showed "promise as a way to help learners improve their pronunciation and fluency" (Foote, J.A & McDonough, K., 2017, p.52). In an article published on www.pronunciationforteachers.com, Foote (2017) suggest some tips for successful application of shadowing techniques. The tips include allowing students to record themselves while practicing, choosing appropriate models, providing not too long shadowing stimulus (the sound files given to students), providing scripts and encouraging students to mimic the speaking as closely as possible.

Pronunciation is a problem that needs to be solved as soon as possible for the first-year English majors at Hai Phong Management and Technology University.

There have been many studies proving the success of the Shadowing technique. Therefore, the application of Shadowing for the First-year English majors of Hai Phong Management and Technology University is very necessary.

Chapter 2: Methodology

1. Introduction

In applied social research, survey research is one of the most important and useful measurement research methods. Survey research is defined as a systematic investigation conducted through the use of a survey. Surveys are an excellent way to collect opinions and learn what people think about the contexts and situations you want to investigate. This allows you to collect information directly from people who are affected by a specific context when used in research. One of the most compelling arguments for survey research is that it allows writers to collect the most authentic data sets through a systematic investigation. Survey research can be used to collect specific information from identified first responders.

Based on the benefits of survey research, the author decided to use a survey questionnaire as the main data collection method for the graduate paper. The writer describes the research context (students and their backgrounds, resources, and materials), resources and materials, data collection tools and procedures, and how they are integrated with the research paper in this chapter.

2. The researcher

The study was carried out by a student who has been the last year student at Hai Phong Management and Technology University. She loves learning English and is always trying to find a way to solve pronunciation problems. Therefore, the researcher has learned and found a technique to apply effectively in learning pronunciation, which is the "Shadowing technique." Research applies the following criteria: easy to learn, easy to find, interesting, and effective. The author suggests that maybe there are some more methods to strengthen students' passion for learning, make students love learning English that they can apply in the future.

3. Participants

All relevant data used for analysis in this study were collected from 45 first-year English majors in NA26 at Hai Phong Management and Technology University, among whom 15 were male student, 30 were female students. Their ages ranged from 20 to 23 years. The majority of the students were aged 20 (40 students). There were 3 students at the age of 21 years, and 2 students at the age of 23 years. Their current English level is assessed at the intermediate level, meeting the entry criteria for Hai Phong Management and Technology University. However, everyone's pronunciation is different. And many of them had difficulty with their pronunciation.

Furthermore, the first-year English majors were selected as research subjects because they were willing to try new techniques and learning methods.

The shadowing method is one of the most effective techniques for lower-proficiency learners (Hamada's (2014)) So, even if students' English ability is limited, the shadowing technique can be applied to most people.

4. Instruments for collecting data

In order to obtain the desired data, the data were collected through a data questionnaire (Appendix 1) let them elaborate on their viewpoints about the Shadowing Technique.

In this study, the questionnaire consisted of 8 questions. The 8-question questionnaire asked participants to give their opinions on common problems with English pronunciation and their level of understanding of the Shadowing technique.

5. Data collection procedure

Thi Huyen et al., 2020, describe the processes as follows: "the speaker starts slowly and stops, sometimes with a lot of conscious awareness, and then, over time, the learner can automate the entire process and execute related programs and processes quickly and without reflection. When we try to remember a phone number in our daily lives, we repeat it over and over in our heads or say it quietly. It is called 'sub vocalization' and is noticed in the information processing model. After the course ended, the participants were given a questionnaire; In addition, personal interviews were also conducted to explore the attitudes and perspectives of the participants."

Similarly, the researcher in this study provided a sample (Appendix 2) with steps for students to practice. The results were collected one month later using a survey form, along with a record of additional student comments. Each student was given intensive hands-on practice.

PART III: DATA ANALYSIS

1. The design of the survey questionnaires

The survey was distributed to the first-year English majors to find out the reality of learning English pronunciation at Hai Phong Management and Technology University. The students are asked to check the answer that best corresponds to their opinion. The questionnaire contains the following eight questions:

Question 1 aims to exploit information about the students' English learning time. The researcher wants to understand more about the students' time with English. Based on this understanding, the author can get accurate information about them.

Question 2 aims to poll the students' opinions about the importance of learning English pronunciation. That will indirectly indicate the student's pronunciation level. Because if they have a high sense of pronunciation practice, their pronunciation will be better.

Question 3 concerns the students' perceptions of the Shadowing technique. The author wants to know if they have known about Shadowing technique before.

Question 4 aims to extract information about the frequency of the first-year English majors practicing the Shadowing technique.

Question 5 is about the student's results after practicing the Shadowing technique. The researcher wanted to know how the students' perceptions of their own pronunciation improved when they practiced this technique.

Question 6 collects data on difficulties in learning English pronunciation through Shadowing, which is critical for the study. On that basis, the researcher can devise some appropriate solutions.

Question 7 is about the elements where students have made significant improvements after using the Shadowing technique.

Question 8 surveys students who want to continue practicing the Shadowing technique.

The questionnaire was written in both English and Vietnamese so that the students could clearly understand the researcher's purpose given the fact that some first-year English majors had limited English proficiency.

2. Data analysis

### 2.1 The result from the students' English learning time

Question 1: *How long have you been learning English?*
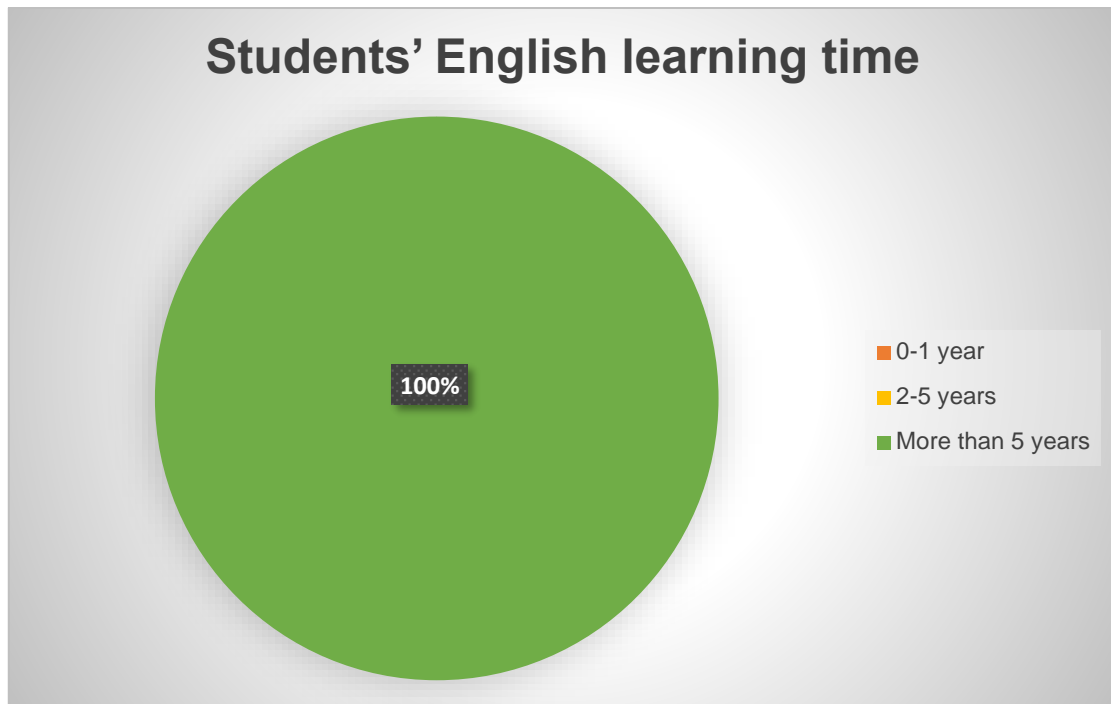
The chart above shows that 100% (45 students) of the respondents have studied English for more than 5 years. That is quite a long time for students, which proves that learning English has become crucial. The fact that most students are exposed to English at an early age in primary schools shows the importance and the necessity of English. Moreover, it is a compulsory subject in most schools, from elementary to university. Hence, they think that English is really important and learn it as a second language.

2.2 The result of the importance in learning English pronunciation

Question 2: In your opinion, how important is English pronunciation?
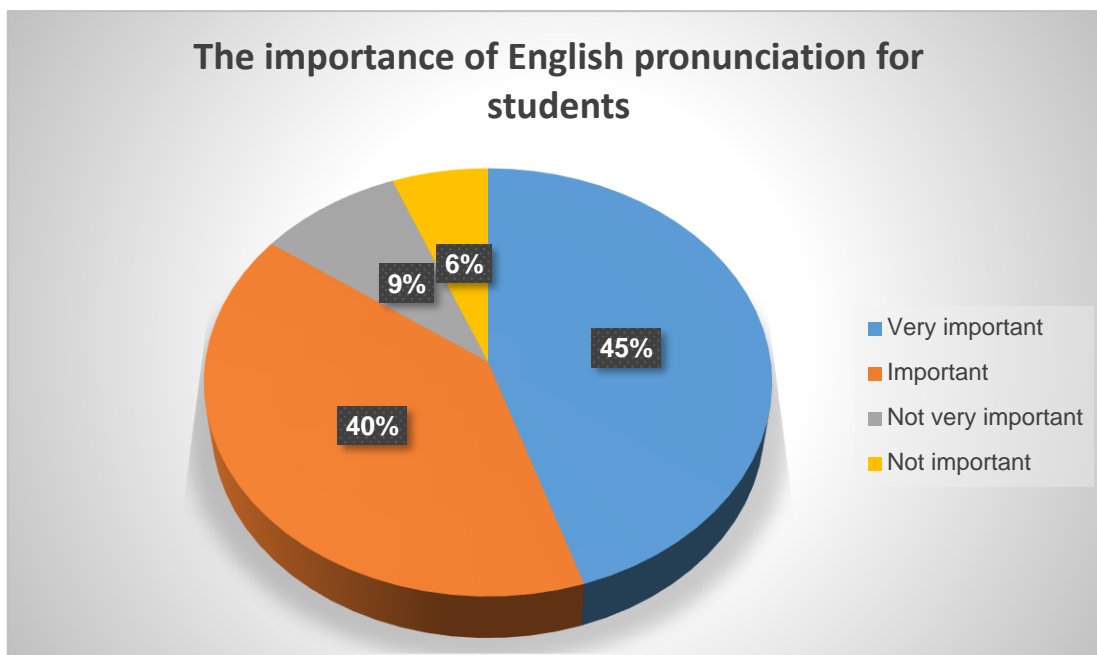
The given pie chart reveals how much students care about English pronunciation. It shows the level of importance of pronunciation to English majors' freshmen at Haiphong Management and Technology University.

The importance of pronunciation is acknowledged by most of the questionnaire respondents, and the good result is that everyone understands the significant role of pronunciation, with 45% of them (20 students) considering it to be very important and 40% of them (18 students) said that pronunciation important. 9% of students (4 students) think it's not very important. And the number of students who think that learning pronunciation is not important is 3 students, equivalent to 6% of the total number of students in the class.

Therefore, from the chart above, we can easily see that most students realize how important practicing pronunciation is to them.

2.3 The result from the number of students who knew about the Shadowing technique

*Question 3: Have you ever heard about the Shadowing technique?*
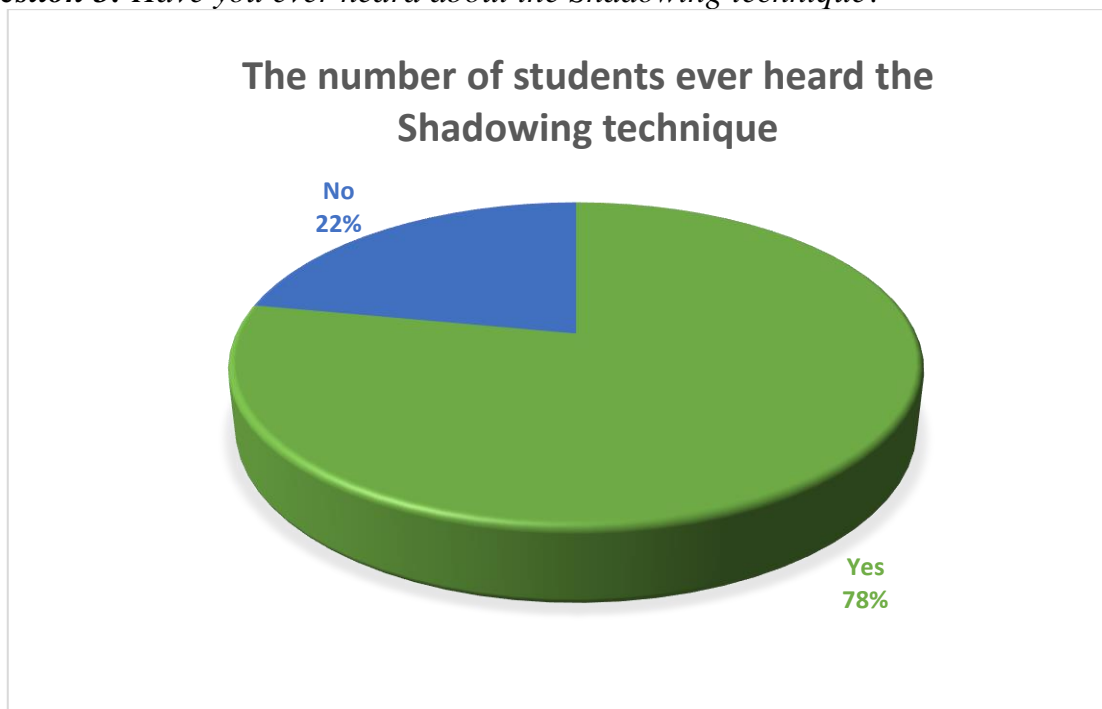
The chart shows students' perceptions of the Shadowing technique in pronunciation practice. The results show a very clear difference in the number of students who know this technique.

More than half of the students, or 35 students, accounting for 78%, had heard of this learning technique. The remaining 10 students (22%), who never used to practice Shadowing, were in the process of learning their pronunciation. The number of students accessing this method accounts for a large percentage. In general, this is a fairly new technique that has not been officially included in university curricular, so some students still do not know about it.

2.4 The result from frequency of the students practicing Shadowing technique

Question 4: How often do you practice the Shadowing technique?
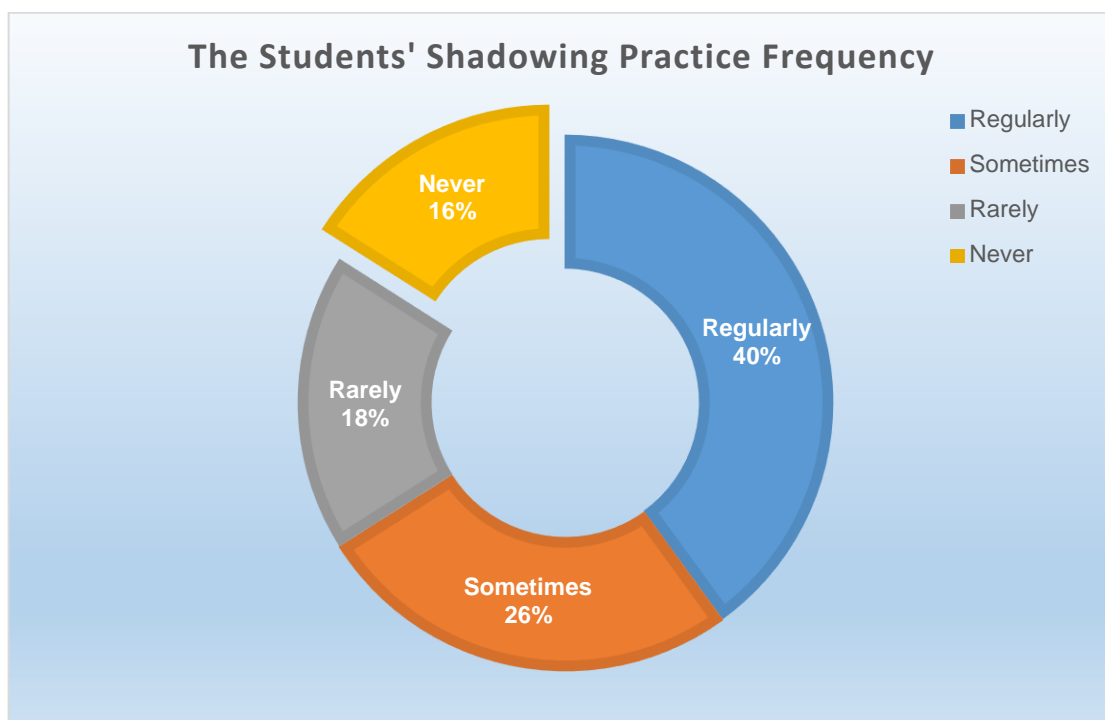
In Pie Chart 4 shows the results analyzed after the students practice the Shadowing technique. Before that, in addition to the number of students who knew about Shadowing technique, there were still some students who did not know about this technique. So the researcher provided them with an audio and practice guide (Appendix 2) for them to practice for about a month.

The survey results show that 18 students "regularly" practice Shadowing, which is the largest number in the table (40%); the percentage of students who practice "sometimes" is 26% (12 students), the number of students who rarely practice is 18% (8 students). Besides, the percentage of students who "never" practice Shadowing is 16% (7 students).

2.5 The result from the effectiveness of adopting Shadowing technique

Question 5: How has your pronunciation improved after practicing the Shadowing technique?
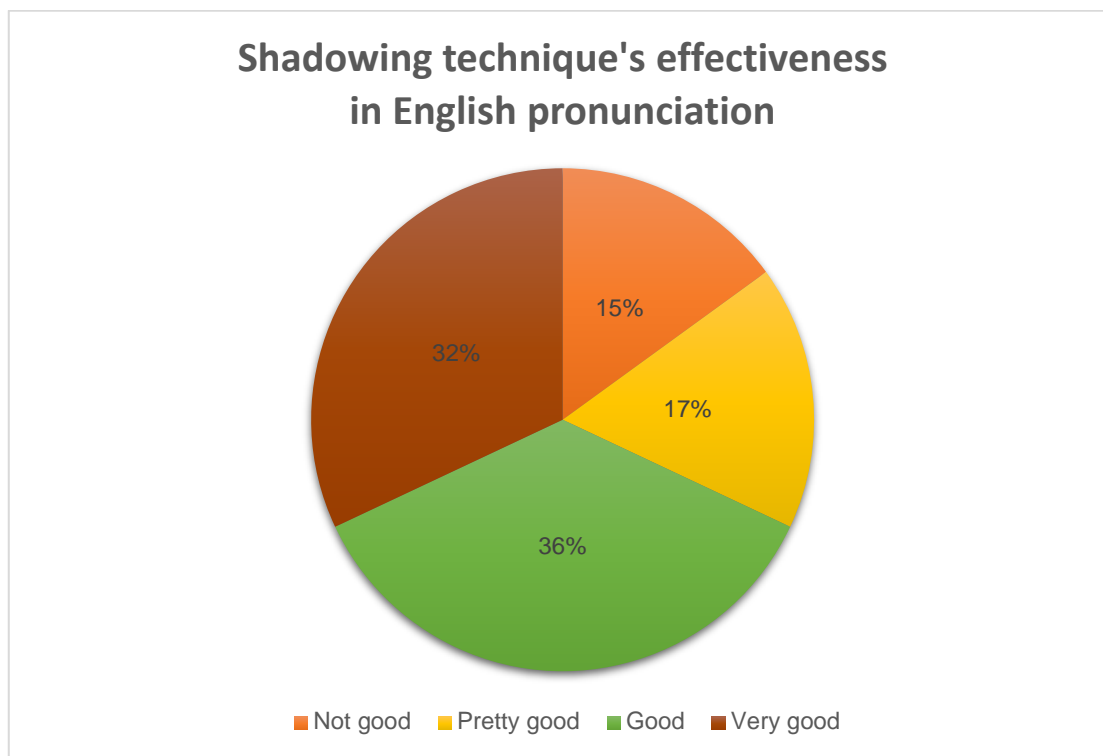
Pie Chart 5 displays how well students performed when they employed the Shadowing method to learn their own pronunciation. More than half of the students concur that employing the Shadowing approach has greatly improved their English pronunciation. The Shadowing technique has a very good effect (32%), 36% of students believe it helps successfully (good), 17% believed it was pretty good, and 15% of the students contested the results (not good).

2.6 The result from students' difficulties in practicing Shadowing technique

*Question 6:* *What are difficulties in learning English pronunciation through Shadowing technique?*

THE DIFFICULTIES IN PRACTICING SHADOWING

Difficult Sounds 18%

Different Accents 18%

Native speakers' speed is usually fast 31%

Other 33%

No motivation 13%

No maching materials 9%

Difficult vocabulary 11%
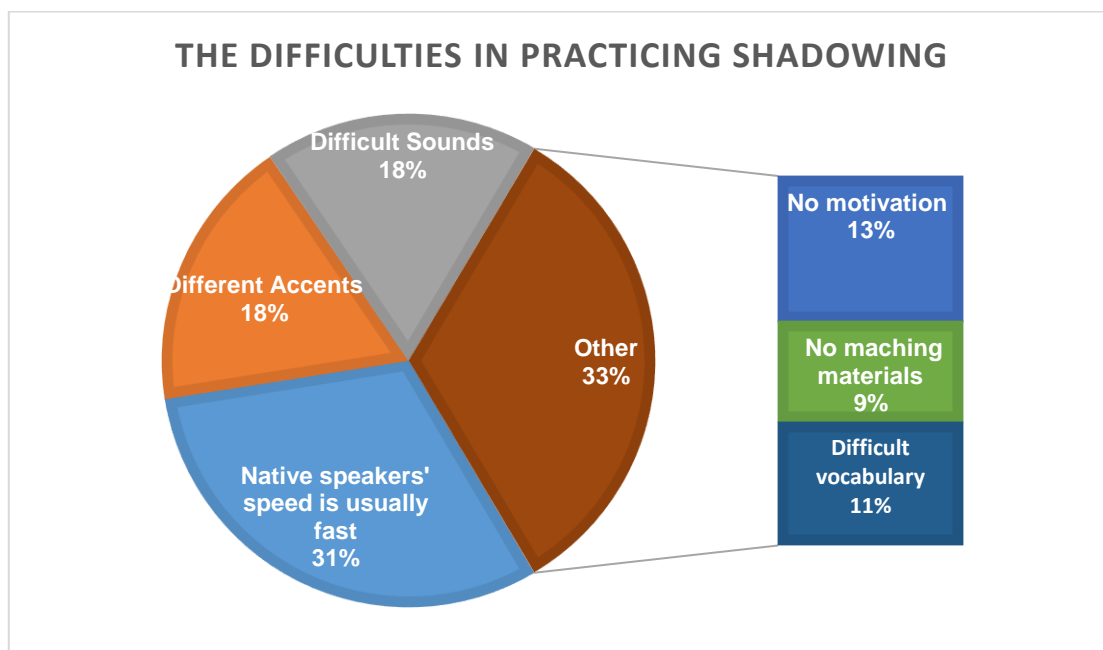
Chart 6 demonstrates some of the challenges that students frequently encounter. More specifically, the first challenge students faced is " Native speakers' speed is usually fast" (31%) followed by "Different accents" (18%), "Difficult Sounds" (28%). And finally is "Other options" (33%) for the remaining students. In which, "no motivation" is the answer chosen by many students (13%), they are uninspired when studying and lose patience when practicing for an extended period of time. Next, "no matching materials "was presented with 9% of the students choosing. They stated that they couldn't find any material that was appropriate for their and that they weren't always interested in the topic of the material they had. And the last problem students face is "difficult vocabulary" (11%), this is a sign that students have a lack of foundation in pronunciation and vocabulary knowledge, which leads to students not understanding vocabulary.

2.7 The result from elements in which students have improved through using the Shadowing technique

Question 7: What have you improved after applying the Shadowing technique to learning English pronunciation?
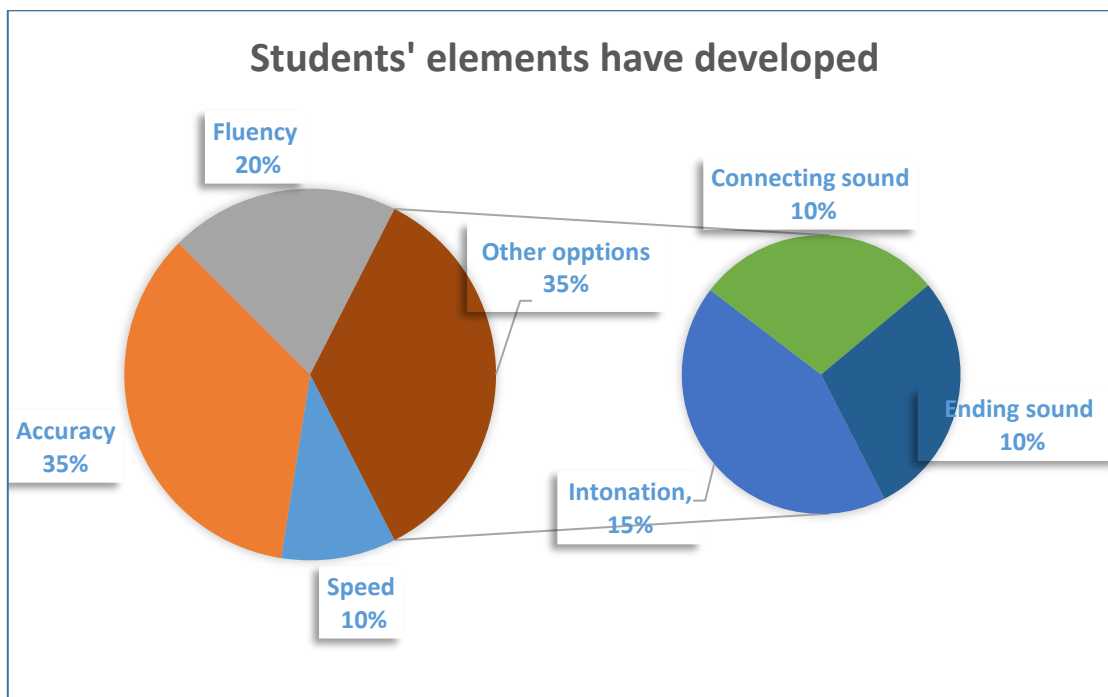

Through the results displayed on the pie chart 7, we can see the effect of the Shadowing technique on students. More specifically, The 35% of students who chose "Accuracy" improved the most. In terms of Fluency, 20% of all students showed exceptional progress; "Speed" improved significantly (10%). This is a good sign that a new technique is being applied to improve the effectiveness of learning English pronunciation.

Furthermore, " Other options" was selected by 35% of all students. 15% of students said that their intonation has improved significantly. 10% students had trouble pronouncing the ending sound. The final, 10% students of the total, mentioned that they had a lot of trouble practicing listening because of the phenomena of sounds coming together. However, their "Connecting sound" considerably improved after practicing the Shadowing technique.

2.8 The result from student's desire to practice the Shadowing technique

Question 8: *Do you want to continue practicing the Shadowing technique?*
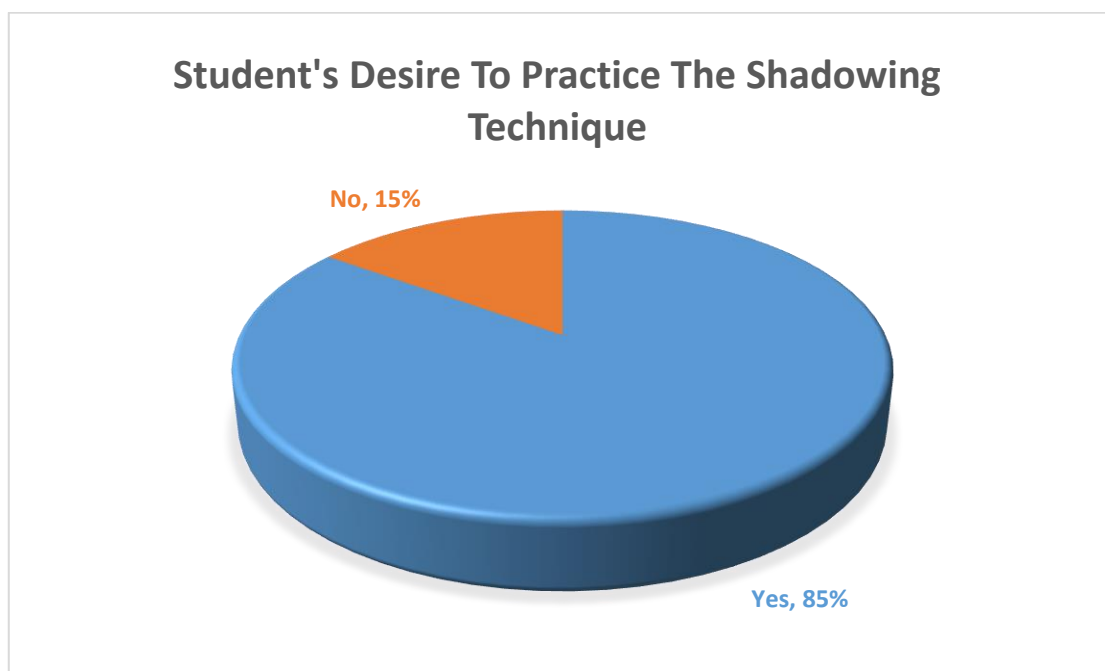
From the data in the above chart, it can be seen that a majority of students (85%) want to continue to apply Shadowing technique in their pronunciation learning. This technique not only improves pronunciation, but also improves vocabulary, sentence patterns, speed, fluency and so on. Besides, there are still 15% of students in English majors who do not want to continue using this technique. They may feel that this method of learning is not right for them, or they may have found another method that is more suitable and effective for themselves.

PART IV: FINDING AND DISCUSSION

1 Finding and discussion

The original survey results were based on 45 students' NA26 first-year English majors from Hai Phong Management and Technology University, who responded. First, 100% of students said they have studied English for more than 5 years. Since every single respondent had studied English for more than five years, it is clear that they had some background and understanding while learning English. There are 85% of students who think that learning pronunciation is important and very important when learning English. This proves that students are aware of the importance of learning pronunciation.

When the researcher suggested a pronunciation learning technique called "Shadowing technique," only a few students were aware of its effectiveness. 78% of students were aware of and used it. The rest, 22% of the students had never heard of the Shadowing technique. The researcher provided a video and detailed hands-on instructions for them to use for 1 month.

They are excited to practice this fun learning technique. 40% of all students of students practice regularly, 26% of students practice sometimes. This means that this technique brings lasting effects and enjoyment to students when learning English. Besides, 18% of students rarely practice this technique. The rest, 16% of students never practice it. Maybe listening and repetition didn't really work for them, and they found other techniques that worked better for them.

When asked about the effectiveness of learning pronunciation through shadowing, 68% of students said it worked well for them (very good (32%), good (36%), and 17% thought it was quite good. The remaining 15% negate the effectiveness of this technique.

Besides, students also face some difficulties when applying Shadowing technique. The first problem is "Native speaking speed is often fast", which seems to be the biggest difficulty for students (31%). Difficult sounds are also a big challenge when learning English pronunciation (18%). The cause of this may be the phenomenon of sound connection, swallowing sound leading to the listener not hearing clearly. In addition, some students sometimes find it difficult to listen to English through Shadowing due to different accents (18%). For people who do not really listen to English well,

listening to videos from 2 speakers to practice Shadowing is a great difficulty. The researcher has synthesized some students' opinions about the difficulties when applying this technique such as; no suitable materials (9%) and no inspiration to study for a long time (13%). This can be difficult when students begin to practice this technique. Students should start practicing with video or audio and dub them on topics they're really interested in. and finally "difficult vocabulary". This stems from a lack of background in the source of the domain and how to read it. Students should focus on adding vocabulary and supplementing the pronunciation background of that word. All difficulties will be solved when students build the habit of daily practice.

The Shadowing technique corrected the majority of the students' pronunciation mistakes. Accuracy" was acknowledged by 35% of students in the class, which may be the most noticeable improvement. Students who reported "Fluency" improvement made up 20% of the students. "Speed" was acknowledged by 10% of students in the class. In addition, students provided some additional suggestions for things they could improve, such as "Intonation" (15%), "Connecting sound" (10%), and "Ending sound" (10%).

Finally, students with good prospects and the tendency to want to continue to improve in the future is 85%. This is a positive figure. This demonstrates that the Shadowing technique is well-liked by the students. The remaining students (15%), on the other hand, do not want to continue using the Shadowing technique to learn pronunciation. Perhaps they aren't a good fit for this technique, or they discovered another that works better for them.

Summary

This research showed that the Shadowing technique improves efficiency (83% of students rated it positively with the results of this technique) while also posing some challenges for first-year English majors at Hai Phong Management and Technology University. The majority of students who used the shadowing technique had sufficiently accurate English pronunciation of individual sounds such as monophthongs, diphthongs, triphthongs, semi-vowels, consonants, and consonant cluster sounds. They can mostly pronounce specific English sounds that need to be pronounced differently when placed in different positions/sequences. They can mostly distinguish between specific English sounds that must be produced in strong or weak forms. They can lengthen and heighten the rhythm and pitch of English words on their

meanings and functions. As a result, they can use intonations appropriately based on their meanings and functions.

2. Suggested Solutions

The current study's findings generated solutions to the problems mentioned above.

2.1 Selecting the correct material

Choosing listening material for students to imitate is critical in the Shadowing technique.

To select the best listening material, the first-year English majors must consider a variety of factors that influence the difficulty of the documents. These elements are listed below:

2.1.1 General principle

The talks that learners choose to practice the Shadowing technique in need to meet the following criteria:

- Moderate length; Those who are just getting started with Shadowing should only practice material for a short period of time. The ideal length is 5 to 10 minutes. Learners from intermediate level up can increase the length of video/audio.

Listen to and repeat an audio or dialogue several times; for fluency, the students should repeat it 2-4 times.

- Transcripts for video and audio are required to help learners keep up with the information being said in the lesson.

- Videos (e.g., movies, reality shows, speeches, etc.) should be spoken by native speakers.

- The topic of the talk should have a certain familiarity with the learners, avoiding difficult topics and many specialized words. Or the content could be the topics that the learners love. That will interest the learners.

2.1.2 Youtube channels

Youtube is a channel that provides videos of many genres. To apply the Shadowing technique on this platform, students need to choose what they want to hear and imitate the speaker in that video. There are several channels that specialize in Shadowing techniques, which can be found in the toolbar.

Tuesday 1 March 2011
I am so angry with my boss. I finished the project for her more than four weeks ago and she is only looking at it now. She asks me questions I have already answered. She phones me all the time to ask about it and to talk about it.

0:14 / 1:08
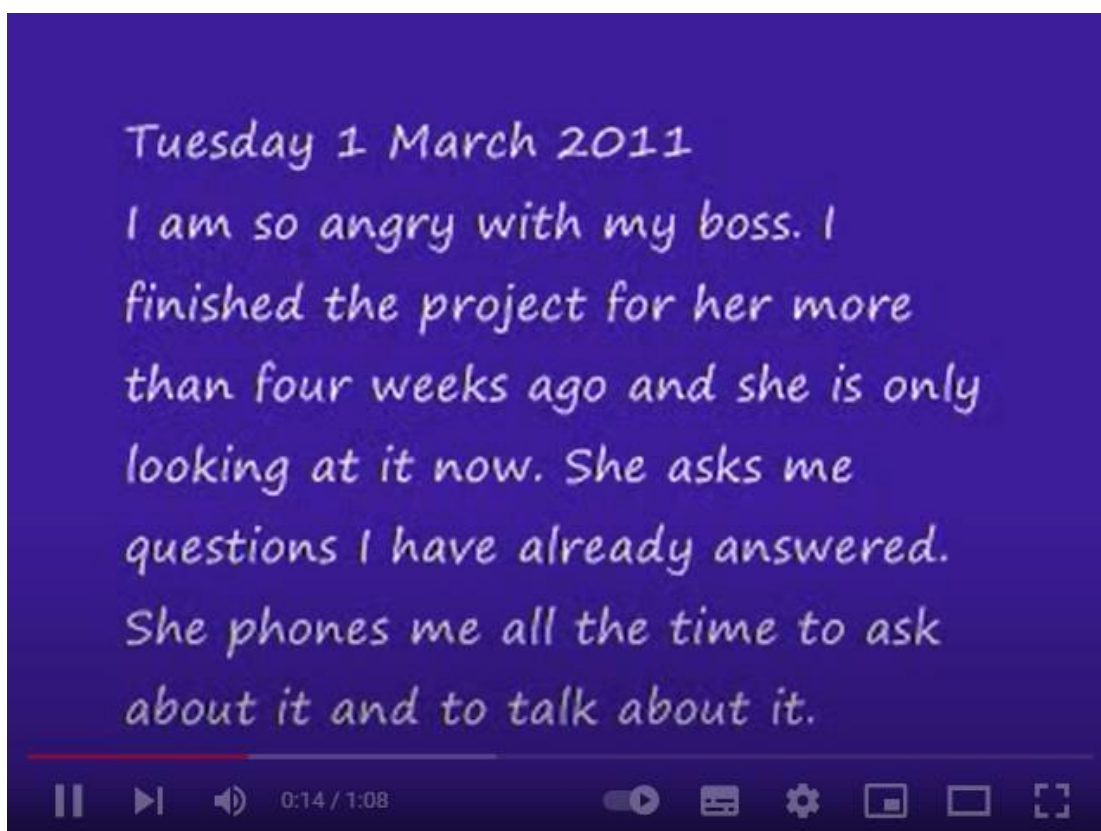
English Shadowing Training – Sarah Jenkins's Diary 1

English Shadowing Training on Youtube

Depending on the learner's level, the video's voice can be customized to be faster or slower. Students can also choose shows and movies that use English to watch and parody.
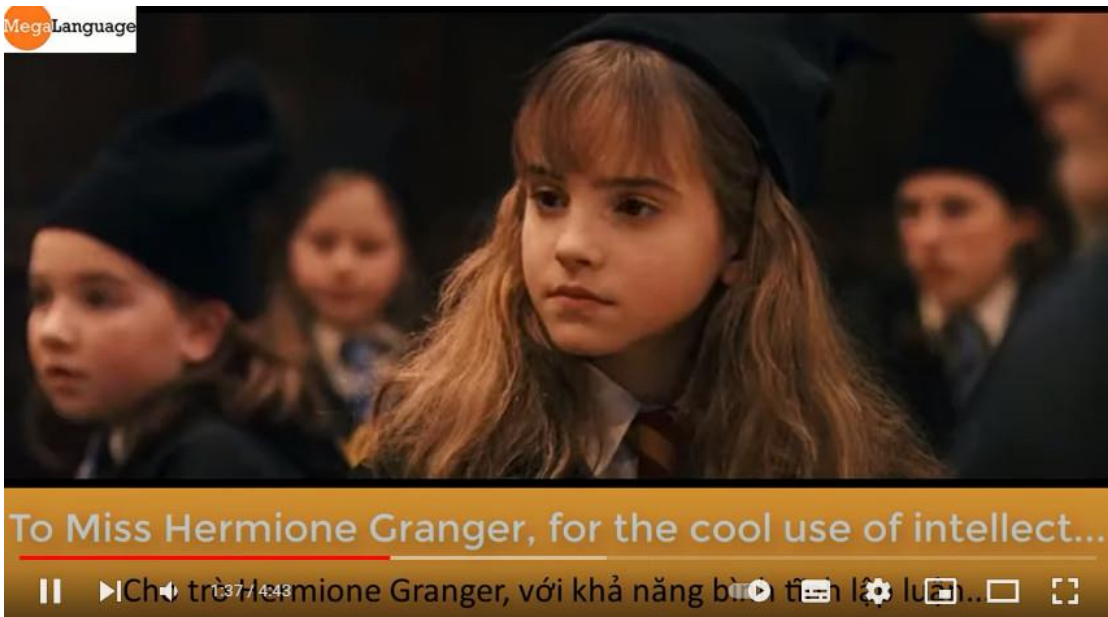
Practice Shadowing technique through movies

Learners can also choose to watch entertainment programs, game shows, lectures and parody them.

2.1.3 Websites

The learners can practice on websites designed for Shadowing practice such as:

2.1.3.1 Ted Talk

Ted Talks is a website that hosts presentations on a variety of topics. Videos posted by many users from different countries will be an opportunity to expose learners to many different accents of English.

Shadowing practice website

Website: *https://www.ted.com/*

2.1.3.2 Splendid Speaking

Splendid Speaking is suitable for learners with a basic English background. Interviews and discussions are the foundation of this website. Therefore, through the comments and feedback of experts, learners will also learn their own experiences.

Website: *https://www.podomatic.com/podcasts/splendidspeaking*

2.1.3.3 The Comedian's Comedian

The Comedian's Comedian brings stories around comedians, bringing laughter to viewers. It makes English interesting, less dry and closer.

The Comedian's Comedian

Website: *https://www.comedianscomedian.com/*

2.1.3.4 Listen A Minute
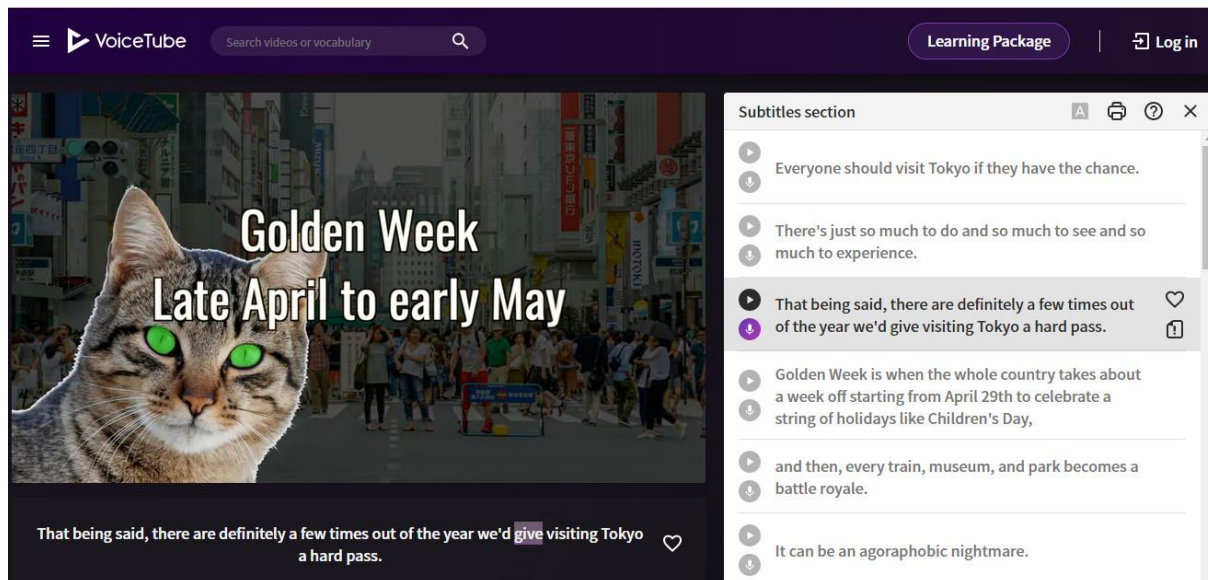

Listen A Minute

Listen A Minute offers short audio tracks and full transcripts. This site has a wide variety of topics that are categorized separately. This makes it easy for learners to choose the topics they want to hear.

Website: *https://listenaminute.com/*

2.1.3.5 VoiceTube

VoiceTube

VoiceTube is a source of fun and interesting videos with actual talks and talks with more than 100,000 videos on many topics. The purpose that this website has announced is to help learners improve their English listening and pronunciation skills by watching videos.

Website: https://www.voicetube.com/

2.1.3.6 Elllo English Learning

Elllo English Learning is an English learning website that provides accurately recorded conversations on a wide range of topics. In particular, the lessons are classified from basic to advanced. Students can select appropriate audio based on their level.

Website: https://www.elllo.org/index.htm

2.1.3.7 Randall's ESL Cyber Listening Lab

Randall's ESL Cyber Listening Lab has been providing online English listening comprehension activities. Here students can find conferences, videos on different topics, interviews, work, life tips, etc. Most of them are short videos, which students can listen and repeat videos for access. with different voices.

Website: https://www.esl-lab.com/

2.1.4 Podcast

In addition to practicing English pronunciation, Shadowing through Podcast is also a smart choice. Listening to a lot of information will help learners expand your knowledge. And podcasting is a reputable listening channel that many native speakers listen to every day. The learners can choose your favorite theme.

2.1.4.1 Apple Podcast

The learners can listen about any subject (beauty, sports, finance, ...). Those who share will frequently have in-depth knowledge of that field; learners can learn knowledge of that field as well as English pronunciation and skills in using English.
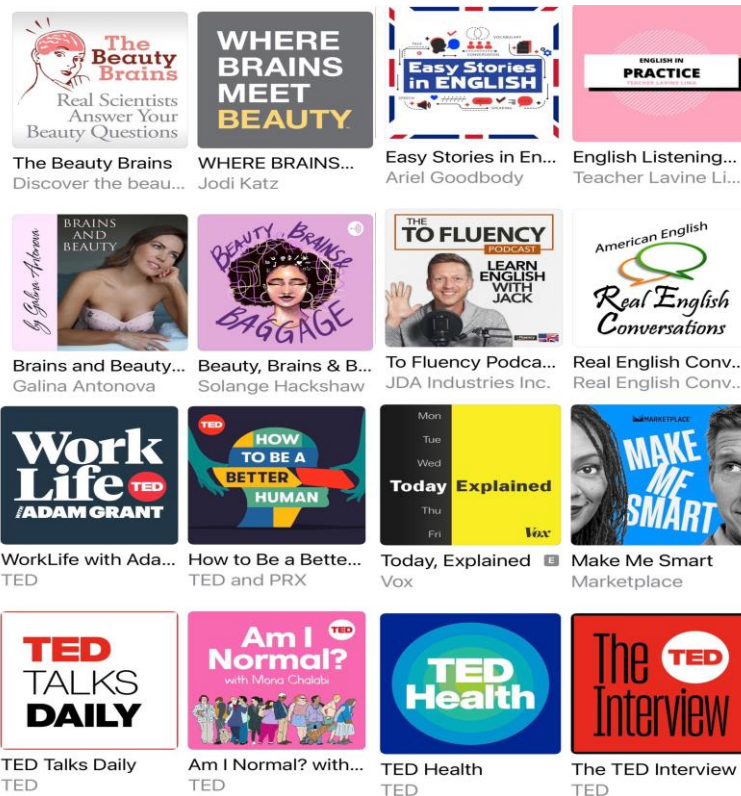
Apple podcast

There are many ways to listen to podcasts that are simple and convenient. For example, learners who want to listen to podcasts on the topic of learning English can find audio and video sources where speakers share effective ways to learn the language.

2.1.4.2 Elementary Podcasts

Elementary Podcasts

This is a podcast created by the British Council in the US to help learners practice listening to English with 25 minutes a day.

Podcast website: *https://learnenglish.britishcouncil.org/*

2.1.4.3 Voice of America Learning English

Voice of America is an English-language news podcast that offers a wide range of multi-genre programming. From weekly global news bullets to scientific documents, programs, etc. In each newsletter, the speed has been adjusted to suit different levels of listeners.

Standing on his land next to the Mekong River, Tran Van Cung of Vietnam can see his rice farm wash away right in front of him.

The farm's edge is falling into the river **delta**.

Just 15 years ago, the river carried 143 million metric tons of **sediment** through the Mekong River Delta every year. The process carried essential nutrients along the river's edge that helped keep tens of thousands of farms productive.

But Chinese-built hydroelectric dams have caused the river to spread out. Much of that sediment is now being blocked. That information is based on a study of satellite imagery by the German remote sensing company EOMAP and the news agency Reuters.

Voice of America Learning English

The students develop their pronunciation, skills, reflexes, thinking, and so on while using this learning method. They can use this blended learning approach make learning enjoyable and stimulating.

Podcast website: *https://learningenglish.voanews.com/*

2.2 Control the speakers' speed and get familiar with the various accents

The first-year English majors at Hai Phong Management and Technology University should seek out materials from various sources such as the Internet, televisions, radios, websites and listen to a variety of speakers' voices. So they can become acquainted with their various voices, pronunciations, and accents.

Furthermore, the students should:

- Practice listening every day in order to be sensitive to connected speech

- Participate in English conversations with friends to recognize a variety of accents.

-Watch TV, news, movies, and other forms of entertainment to hear a variety of voices.

2.3 Consolidate pronunciation knowledge

The fact that the students can't hear words clearly comes from many reasons, maybe because the speaker speaks too fast or there is a lot of noise in the video or audio. In this section, the author points out a big reason that affects listeners' inability to hear,

which is because they do not understand vocabulary or do not know how to pronounce words, which leads to the inability to repeat vocabulary.

First, in terms of reinforcing the basic knowledge of pronunciation, learners can:

- Take some speaking classes to get back to the basics of pronunciation.

- Learn English pronunciation with a video tutorial.

- Study with some books specializing in pronunciation.

2.3.1 Websites provide information on English pronunciation

https://www.fluentu.com/

http://www.talkenglish.com/

http://learnenglishteens.britishcouncil.org/skills/listening-skills practice

2.3.2 Learn English pronunciation with a video tutorial

https://www.youtube.com/watch?v=HqUl2Q74eSI

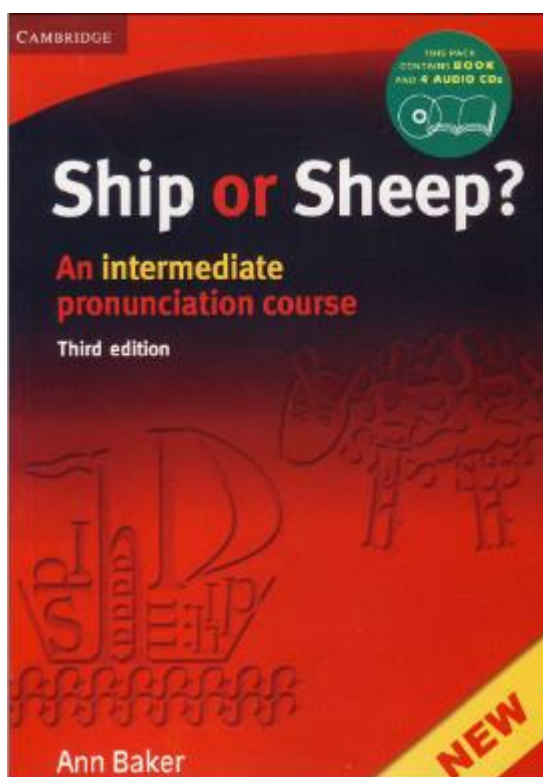*https://www.youtube.com/watch?v=AbtmtAFdbWo*

https://www.youtube.com/watch?v=EEj_LeERW1U

2.3.3 Pronunciation books that are useful

Ann Baker's first book is Ship or Sheep.

Book 1: Ship or Sheep

The first book that students should read is Ann Baker's "ship or sheep." This one assist the first-year English major in recognizing and producing English sounds, as well as

working on stress and intonation. The students may be able to improve their pronunciation. This is an excellent choice for any English learner.

The second English pronunciation book is the book suggested by Paul S Gruber – "Pronunciation Workshop", it is an English phonetic book. Paul S. Gruber, in particular, will demonstrate specific pronunciation through movements such as lifting the jaw, opening the mouth, curling the tongue... to help learners learn how to pronounce more accurately.

Book 2: Pronunciation Workshop

The third set of pronunciation books proposed by the researcher is "English Pronunciation in Use" by Cambridge Publishers.
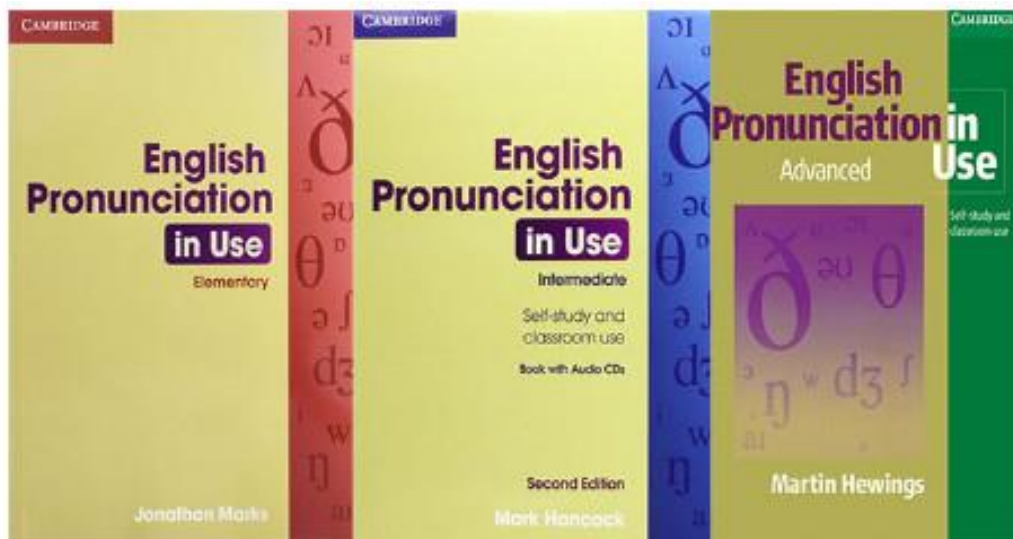
Book 3: English Pronunciation in Use

This book series is divided into three volumes:

Pronunciation in use elementary: This English pronunciation book is designed with fifty lessons, divided into five sections, providing lessons from basic to advanced.

Pronunciation in use intermediate: four sections, sixty units. Overall, knowledge is much more advanced than in the basic book. This book be for the students who are already fluent in English sounds and phrases.

Pronunciation in use advanced: This is the ultimate document that helps learners improve their pronunciation skills with more complex and difficult sounds. The source of knowledge is divided into additional vocabulary, how to connect sounds, read and pronounce sentences, etc.

2.4 Finding motivation to learn English

One of the barriers that the first-year English majors at Hai Phong Management and Technology face when learning English pronunciation is the loss of motivation. This could be due to a variety of factors. In order to stay motivated to practice Shadowing, the students must build their determination by thinking about what they need to achieve and focusing their biggest goals on learning English pronunciation well. Moreover, the choice of topic to practice also greatly affects the retention of Shadowing practice.
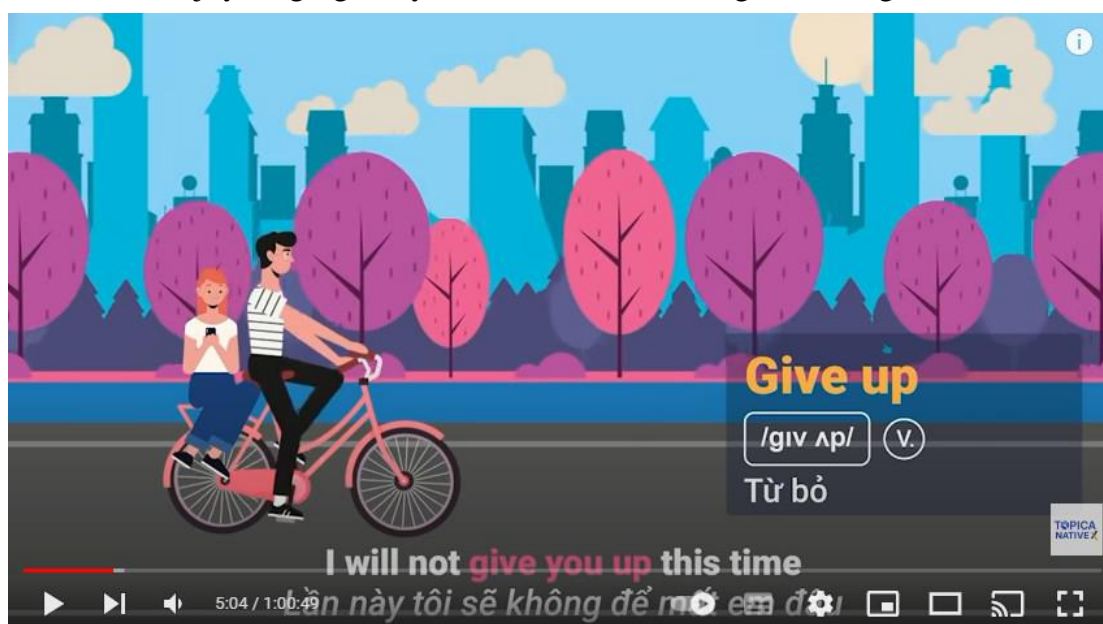
2.4.1 Observe favorite themes
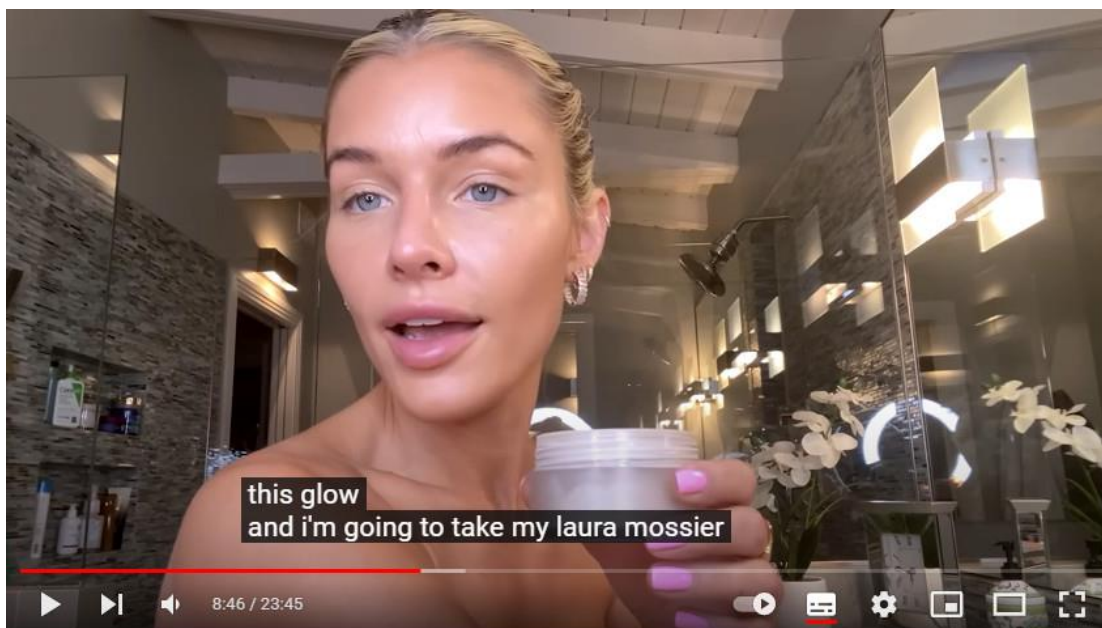
Example: Beauty Theme

2.4.2 Shadowing Songs

If the students enjoy singing, they can also do shadowing with songs.
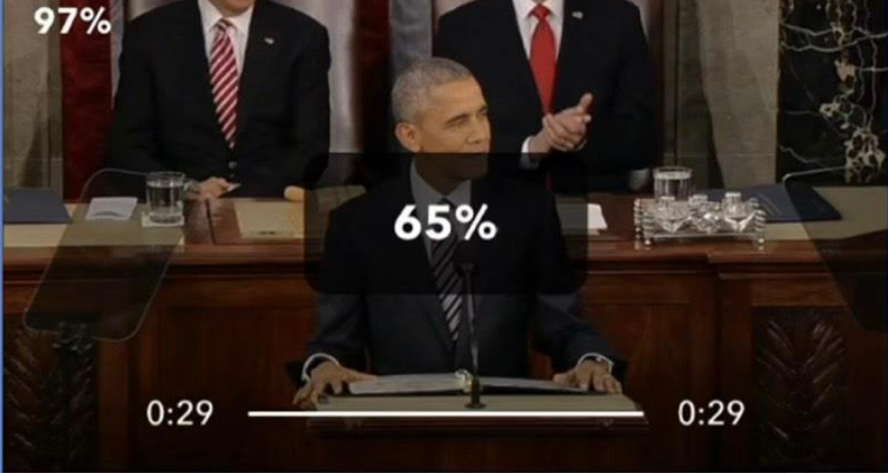
Shadowing Song: Perfect

Finding the things learners love will help they stay in the habit for a long time and stay more focused during shadowing.

2.5 Mobile applications

Some mobile application providers believe that "Shadowing" is an effective technique for learning English. This combination provides numerous benefits and cost savings for learning English.

That is a practical solution to practicing shadowing on mobile phones at any time and from any location. Learners must download the app to their phone and follow the instructions provided by the app. Some apps are designed to focus on practicing shadowing techniques to help learners improve their pronunciation.

Shadowing practice on mobile phones

Some applications are designed to facilitate the process of practicing Shadowing such as:

2.5.1 Shadowing English Speaking and Listening

Application download link:
https://appchopc.com/apk/273295/

2.5.2 Elsa Speak

Application download link:
https://vn.elsaspeak.com/download/

2.5.3 English Subtitle: Learn Engvid

Application download link:
https://apps.apple.com/do/app/english-subtitle-learn-engvid/id1331319385?l=en

2.5.4 Sportify

Application download link:
https://www.spotify.com/vn-vi/download/windows/

2.5.5 Voiky

Voiky
Application download link:
https://voiky.net/premium_en/

The first-year English majors at Hai Phong Management and Technology University can download these apps to their phones. This allows students to study whenever and wherever.

3. Recommendations

In fact, Shadowing is a learning method that many people apply in their foreign language learning process, not just English. Some countries use shadowing in teaching foreign languages (such as Japan). Like any other way of learning, this technique has both advantages and disadvantages for the learner. However, proper practice and perseverance help learners take advantage of the Shadowing technique and make certain progress.

This section shows that the first-year English majors at Hai Phong Management and Technology University have overcome many difficulties in learning English pronunciation. Therefore, this section suggests some ways to minimize students' problems when practicing Shadowing technique with learning English pronunciation.

3.1 General ideas

It is essential to choose a video or audio of a favorite topic as practice material. That helps learners maintain interest while practicing. It can be a part of a certain TV show, a movie clip, a news clip, or any conversation of a native speaker.

Many people, when practicing speaking with the shadowing technique, prefer to choose videos or audios about life rather than academic content. The reason is that in everyday videos and audios, the sample voices will have a more natural tone, making imitation of this content both interesting and attractive, as well as more practical for speaking English.

3.1.1 Duration of the material

This factor directly affects the acquisition of information by learners; the longer the talk lasts, the greater the amount of information that learners have to receive, which requires the brain to work more.

3.1.2 Speed of the material

The number of words that learners can hear per minute depends on a variety of factors, including language level, familiarity with the listening topic, and so on. For those who are just starting to learn a foreign language, their speaking speed increases. may cause the level of listening comprehension to go down because they have not trained the listening-comprehension reflex or because the brain does not have time to process the information.

Because native English speakers speak so quickly, it is difficult to understand them in real life, when watching movies or TV, even through audio. They join words, delete

them, and change the sounds. There is a significant difference between what we expect to hear, what we have learned, and what actually comes out of our mouths.

Example:

Question: Do you want to?

Can you hear how 'do you want to' when it's said really quickly, it sounds like Do you wanna?

3.1.3 The difficulty of the words appearing in the speech

This factor not only affects the listening comprehension of learners when they are listening, but also their speaking speed and fluency when they imitate the information heard in the lesson. If the talk has a lot of familiar vocabulary, the listener will understand the information and follow along much more easily. On the contrary, in a paragraph with many specialized words that rarely appear, they only know how to repeat unconsciously without understanding what they are hearing or saying.

3.2 The careful examination of the transcript

When practicing the shadowing technique, learners do not immediately imitate speech but should prepare to understand the contents of the native speaker's speech. This step involves studying the transcript (i.e., the content spoken in the speech of the native speaker). (Video and audio are presented in text form to facilitate the monitoring process.) When studying the transcript, the learner's task is to look up the words in the dictionary, take notes, and memorize all the new words and expressions that appear in the lesson. The more the reader understands the content, the easier the listening-repetition process will be.

3.3 The combination with some other methods to increase training efficiency

Some ideas for blended learning methods to improve efficiency include:

- Listening dictation: By memorizing vocabulary and sentence patterns, you can improve your writing and memory skills, practice concentration for learners.

- Group study: Shadowing some conversations and group practice, creating more excitement to practice.

- Listening to music and watching movies: Listening and singing along is a fun way to learn.

PART V: CONCLUSION

1. Overview of the study

The purpose of this study was to assist the first-year English majors at Hai Phong Management and Technology University in effectively applying the shadowing technique to learning English pronunciation. This study consists of 5 parts.

Part I is an introduction to the study. It introduces readers to basic information about the reason for doing this thesis, how to do it and the purpose of doing it.

Part II is the study's development section, which consists of two chapters. The first chapter provides a theoretical overview as well as detailed information on the Shadowing technique. This is a case study that includes definitions and procedures. This research's techniques, such as data collection and analysis, can be found information in here. Chapter 2 contains information about this study.

Part III is a detailed examination of the collected data. Two 8-question survey questionnaires (English and Vietnamese versions) for students were created, the results explored and presented in this section by data analysis. It is clear that first-year students understand the importance of learning pronunciation. 78% of the students in the study had access to the Shadowing technique before. After that, the researcher disseminated the method and specific practice steps as well as provided a practice sample to all students in the NA26 class. Most students actively practice this technique and achieve good results. Including 32% of students recognized the effect "Very good", 36% chose "Good" and 17% chose "Pretty good". Besides, 15% of students denied the effectiveness of Shadowing technique for them.

The collected results show that the Shadowing technique has improved: Accuracy (35%), Fluency (20%) Speed (10%), Intonation (15%), Connecting sound (10%) and Ending sound (10%) of students. Besides the advantages, students face many challenges. That is, "Native speakers' speed is usually fast (31%), different accents (18%), difficult sounds (18%). In addition, it is no matching materials (9%). Difficult vocabulary (11%) sometimes hinders the learning process and students find it difficult to stay motivated while learning (13%). And finally, 85% of first-year English majors at Hai Phong Management and Technology University want to continue using Shadowing techniques to enhance their pronunciation.

Part IV summarizes the collected results, analyzes them, and makes suggested solutions and recommendations based on the previously collected data.

Based on the compiled issues, solutions are suggested. The researcher offers answers for resources, sources of pronunciation reinforcement, speed management, familiarization with other accents, learning inspiration solutions and introducing tools for smartphones that let users practice Shadowing technique.

Recommendations for students include reading and translating transcripts thoroughly. Consider difficult words in the lesson and combine with some other methods to increase the effectiveness of practice.

The final section is a synopsis of the preceding sections and chapters. This is also the section where you will draw conclusions, discuss pedagogical implications, and make suggestions for future research.

2. Limitation of the study

Although the study has some strong points, such as data collection methods and student survey questionnaires, it is clear that the study has a number of shortfalls due to time constraints, a lack of source information, the researcher's ability, and other unanticipated factors. To begin with, the researcher was unable to conduct other methods, such as classroom observation, due to time constraints and, to some extent, experience, which could have made the obtained results more reliable. Furthermore, the techniques proposed in this study are drawn from a variety of reliable but limited sources.

Despite the limitations, I hope that this exploratory study will encourage first-year English majors at Hai Phong Management and Technology University to use the Shadowing technique to improve their pronunciation.

3. Suggestions for further studies

The study's findings are expected to provide effective pronunciation learning techniques for the first-year English majors at Hai Phong Management and Technology University. Because it only focuses on the first-year English majors, this study cannot address all aspects of the problem.

First, due to its many limitations, the author only used survey questionnaires in this study. As a result, future researchers can use more other methods to increase authenticity, such as observation, interviews, and checking. Next, for comparison purposes, researchers can also extend the survey object; for example, compare two classes.

In general, the research has limitations, but it was completed with the assistance of the supervisor and hes own efforts. With the limitations listed above, I hope that more in-depth studies on methods to improve English pronunciation will be conducted to assist Vietnamese students in overcoming challenges in learning English pronunciation more easily. It is hoped that this research will be useful to many students.

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https://www.youtube.com/watch?v=EEj_LeERW1U

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https://vn.elsaspeak.com/download/

https://apps.apple.com/do/app/english-subtitle-learn-engvid/id1331319385?l=en

https://www.spotify.com/vn-vi/download/windows/

https://voiky.net/premium_en/

APPENDIX 1.1:

QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Dear friends,

The purpose of this questionnaire is to determine your English pronunciation and identify ways to improve your English pronunciation. Specifically, this survey aims to apply the Shadowing technique in learning pronunciation for the first-year English majors at Hai Phong Management and Technology University.

Please check the answer that best describes your opinion and add a final comment at the bottom of the page if you wish. Please give us your frank opinion. Thank you for your cooperation!

----

1. How long you been learning English?

A. 0-1 year

B. 2-5 years

C. More than 5 years

2. In your opinion, how important is English pronunciation?

A. Not important

B. Not very important

C. Important

D. Very important

3. Have you ever heard about the Shadowing technique?

A. Yes

B. No

4. How often do you practice the Shadowing technique?

A. Never   B. Rarely

C. Sometimes   D. Often

5. How has your pronunciation improved after practicing the Shadowing technique?

A. Not good

B. Pretty good

C. Good

D. Very good

6. What are difficulties in learning English pronunciation through Shadowing technique?

A. Native speakers' speed is usually fast

B. Different accents

C. Difficult sounds

D. Other options

Please write your comments here (if any):

………………………………………………………………………………

7. What have you improved after applying the Shadowing technique to learning English pronunciation?

A. Fluency   B. Accuracy

C. Speed   D. Other options

Please write your comments here (if any):

………………………………………………………………………………

8. Do you want to continue practicing the Shadowing technique?

A. Yes

B. No

Thank you for your support!

APPENDIX 1.2:

QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

Các bạn thân mến,

Mục đích của bảng câu hỏi này là để biết về khả năng phát âm tiếng Anh của các bạn và xác định phương pháp cải thiện khả năng phát âm tiếng Anh. Cụ thể, khảo sát này nhằm mục đích ứng dụng Kỹ thuật Shadowing vào việc học phát âm cho sinh viên năm nhất tại Đại học Quản lý và Công nghệ Hải Phòng.

Bạn vui lòng đánh dấu vào câu trả lời mô tả đúng nhất về ý kiến của bạn và thêm nhận xét cuối cùng ở cuối trang nếu bạn muốn. Xin hãy viết ý kiến thẳng thắn từ bạn. Cảm ơn sự hợp tác của các bạn!

----

1. Bạn đã học tiếng Anh được bao lâu?

A. 0-2 năm

B. 2-5 năm

C. Hơn 5 năm

2. Theo quan điểm của bạn, phát âm tiếng Anh quan trọng như thế nào?

A. Không quan trọng

B. Không quan trọng lắm

C. Quan trọng

D. Rất quan trọng

3. Bạn đã từng nghe về kỹ thuật Shadowing trước đây chưa?

A. Rồi

B. Chưa

4. Bạn thường xuyên luyện tập kỹ thuật Shadowing như thế nào?

A. Không bao giờ   B. Hiếm khi

C. Đôi khi   D. Thường xuyên

5. Khả năng phát âm của bạn đã tiến bộ như thế nào sau khi thực hành kỹ thuật Shadowing?

A. Không tốt

B. Khá tốt

C. Tốt

D. Rất tốt

6. Khó khăn khi học phát âm tiếng Anh qua kỹ thuật Shadowing là gì?

A. Tốc độ nói của người bản ngữ thường nhanh

B. Giọng điệu khác nhau

C. Nhiều âm khó

D. Ý kiến khác

Xin vui lòng viết ý kiến của các bạn tại đây (nếu có):

……………………………………………………………………………………

7. Bạn đã cải thiện được những gì sau khi áp dụng kỹ thuật Shadowing vào việc học phát âm tiếng Anh?

A. Độ lưu loát   B. Sự chính xác

C. Tốc độ   D. Ý kiến khác

Xin vui lòng viết ý kiến của các bạn tại đây (nếu có):
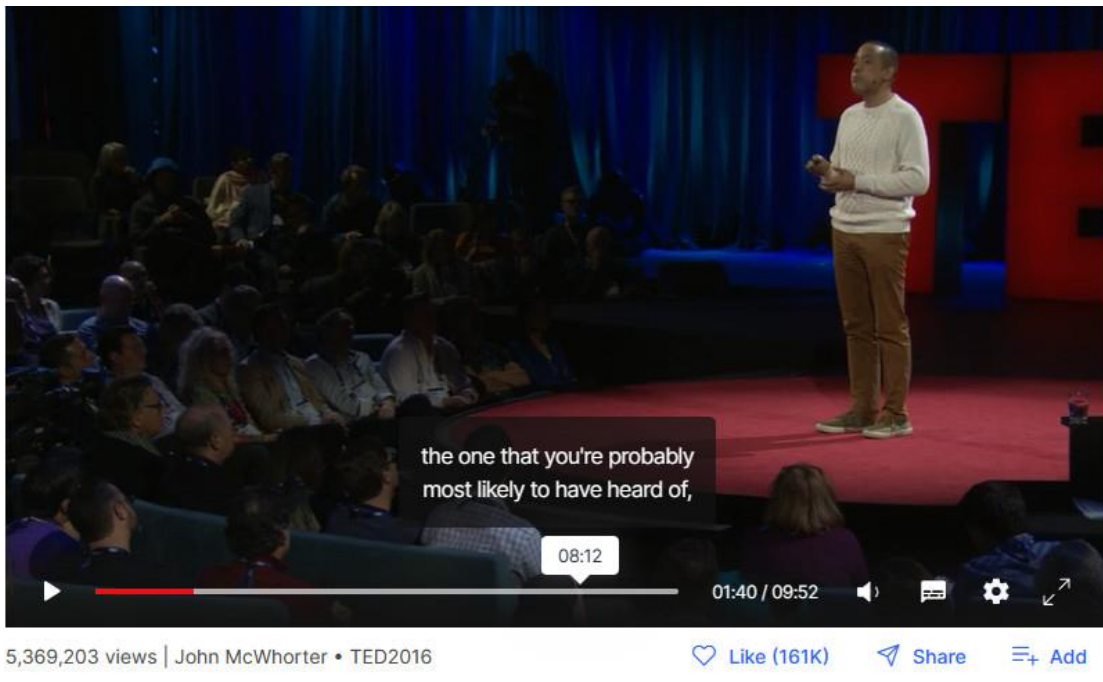
……………………………………………………………………………………

8. Bạn có muốn tiếp tục luyện tập kỹ thuật Shadowing không?

A. Có

B. Không

Xin chân thành cảm ơn sự đóng góp của các bạn!

APPENDIX 2: SAMPLE

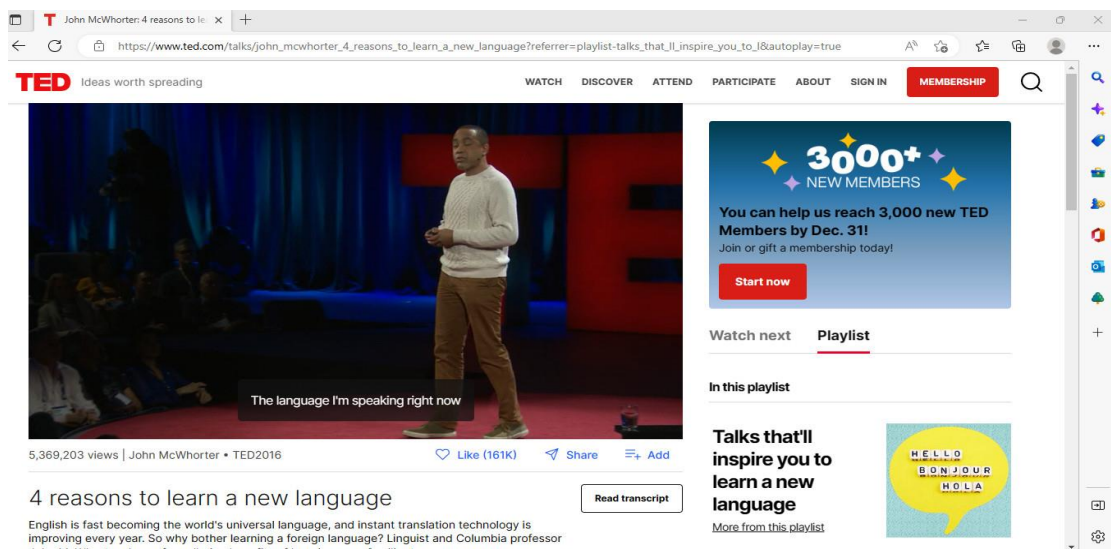Audio/ Video: John McWhorter: 4 reasons to learn a new language | TED Talk

Sample 1: Shadowing practice video

Step 1: Listening and understanding the given audio

Open the above-mentioned website (Audio/ Video). The screen displays the following interface after access:

Step 1

For the first time, the learners click watch and listen carefully. Make an effort to comprehend.

Step 2: Viewing the script of the audio at a low volume while listening

After several times of listening, click "Read transcript" (follow the arrow in the picture). For the time being, turn down the volume and concentrate on reading the transcript.
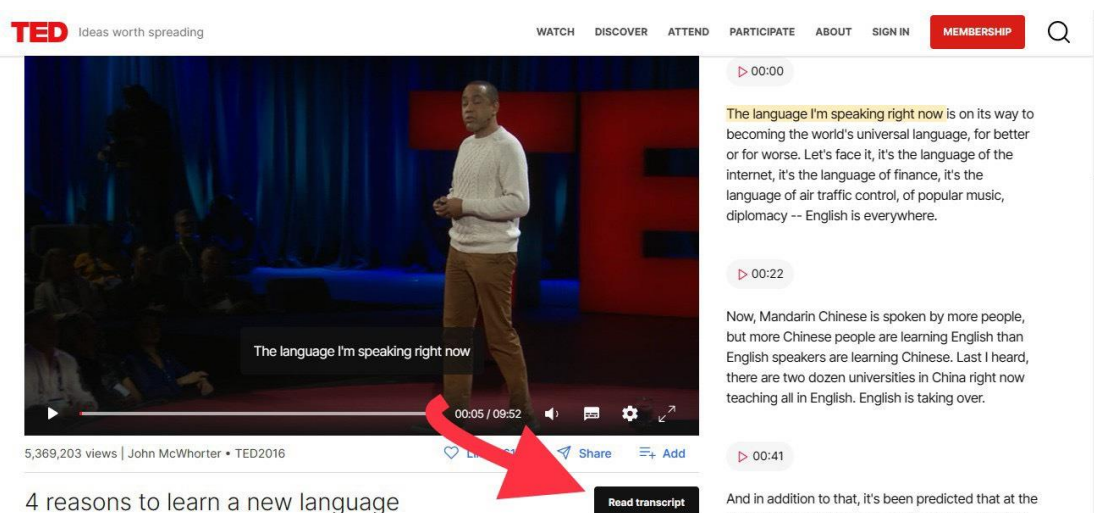
Step 2

Step 3: Trying to shadow the audio at a low volume while listening

Keep the volume low and keep listening.

Step 4: Viewing the script of the audio and learning parts that are not understood yet

Learn the vocabulary and sentence patterns that appear in the audio while listening to and watching the script.

Step 5: Searching for the meanings of difficult words or phrases in dictionaries

When new words appear in the audio for difficult phrases, look up the definition of that word and record new vocabulary as a way to learn new words. Understanding vocabulary facilitates listening and repetition.

Step 6: Trying to shadow the audio using all aspects of pronunciation as similarly as possible to the audio without bringing students' accents

This is an important step. Once you've heard and understood the audio, repeat along with it, trying to imitate all aspects of the sound. Repeat 1 second after the original sound. And imagine yourself as the speaker in that audio.

Step 7: Shadowing smoothly and understanding the contents of the audio well

In this step, the learners need to imitate the correct speed in the audio. Understand what you are saying and confidently pronounce words that appear in the audio.

Step 8: Recording the process of shadowing

Record the process by videotaping or recording audio. This helps learners hear their pronunciation again.

Step 9: Listening to the recording and checking the error parts

Listen to or review recorded video or audio and correct errors. The learners can check by comparison, look up pronunciation in dictionaries, or send it to teachers who have knowledge or expertise in pronunciation for help.

Step 10: Reviewing the error parts and making improvements

Summary of errors and corrections Then do shadowing one more time.