

**BỘ GIÁO DỤC VÀ ĐÀO TẠO**  
**TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH – NHẬT**

Sinh viên: Cao Thị Thanh Huyền

Giảng viên hướng dẫn: Th.s Phan Thị Mai Hương

**HẢI PHÒNG - 2023**

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**TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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**A STUDY ON THE APPLICATION OF SHADOWING  
TECHNIQUES TO IMPROVE PRONUNCIATION  
COMPETENCE OF FRESHMEN AT HAI PHONG  
UNIVERSITY OF MANAGEMENT AND TECHNOLOGY**

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

**Sinh viên: Cao Thị Thanh Huyền**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài : A Study On The Application Of Shadowing Techniques To Improve Pronunciation Competence Of Freshmen At Hai Phong University Of Management And Technology

# 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 số liệu cần thiết để thiết kế, tính toán

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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** : Th.s Phan Thị Mai Hương

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

**Nội dung hướng dẫn:** A Study On The Application Of Shadowing Techniques To Improve Pronunciation Competence Of Freshmen At Hai Phong University Of Management And Technology

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2023

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2023

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Giáo viên hướng dẫn*

**Cao Thị Thanh Huyền**

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*Hải Phòng, ngày tháng năm 2023*

**XÁC NHẬN CỦA KHOA**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

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**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

Họ và tên giảng viên: Th.s Phan Thị Mai Hương

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Nội dung hướng dẫn: A Study On The Application Of Shadowing Techniques  
Improve Pronunciation Competence Of Freshmen At  
Phong University Of Management And Technology.

**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 đề 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 2023*

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**ThS. Phan Thị Mai Hương**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHĂM 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: Cao Thị Thanh Huyền

Đề tài tốt nghiệp: A Study On The Application Of Shadowing Techniques To Improve Pronunciation Competence Of Freshmen At Hai Phong University Of Management And Technology.

**1. Phần nhận xét của giáo viên chăm phản biện**

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**2. Những mặt còn hạn chế**

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**3. Ý kiến của giảng viên chăm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên chăm phản biện**

*(Ký và ghi rõ tên)*

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Hai Phong, June, 2023

Cao Thi Thanh Huyen



## **ABSTRACT**

Most second language learners have difficulty hearing and speaking in the target language. For students at the Hanoi University of Business and Technology, the problem can be serious. Due to poor pronunciation even with basic sounds or words, students have difficulty speaking, speaking and understanding study materials in English. To solve the problem, students need to understand pronunciation about basic elements and target individual sounds. Therefore, this project was set out to help students pronounce individual sounds in English. Research is formulated as an act using questionnaires, interviews and tests as research tools to collect qualitatively about the “attitudes” of students and teachers and the effectiveness of using shadowing techniques in teaching and learning pronunciation. From qualitative data it can be seen that difficulties, limitations and challenges still occur in the research process; however, to some extent, students’ pronunciation is also improved in terms of each sound and each word. Their attitudes and positive results in using this technique to teach and improve students’ pronunciation of individual sounds in the study may suggest the use of the new technique “shadowing” as one of the Effective ways to teach and learn pronunciation in English.

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## **LIST OF ABBREVIATIONS**

L2: second language

HPU: Hai Phong University of Management and Technology

1st: first

2nd: second

3rd: third

4th: fourth

## **LISS OF CHARTS**

Chart 1. Students' English learning time

Chart 2. Students' self-evaluation their speaking abilities

Chart 3. Shadowing technique improves pronunciation

Chart 4. Aspects of pronunciation that the technique of shadowing helped to improve

Chart 5. Attraction and motivation of the practice

## **PART A: INTRODUCTION**

### **1. Rationale**

Nowadays, English is more and more interested, used and considered as a second foreign language. Currently, English-speaking human resources can work at any British company and also in Korea - China - Japan. Therefore, investing in learning English can be considered a right idea. However, the teaching and learning of English in Vietnam currently still has many limitations: Teaching in large groups of about 20 people or more, different language levels, lack of teaching facilities, few textbooks, few opportunities to interact with foreigners. These things greatly hinder skill training; the process of acquiring knowledge of learners and also affects the selection, research and application of appropriate teaching methods of teachers. In fact, for English learners, the first difficulty is pronunciation intonation. Their pronunciation is usually quite fast and sometimes listeners don't understand what they say. Listeners must pay attention to intonation, stress and intonation in sentences. Therefore, the application of learning methods is important to bring about high efficiency, helping learners to improve difficulties in the learning process. There are many effective methods of learning foreign languages, including the Shadowing method. Shadowing is one of the most practical and effective methods to improve pronunciation for foreign language learners. This method will help newcomers to learn a foreign language easily get acquainted, practice along and learners can practice the correct pronunciation, intonation, and intonation of the language. Therefore, I chose the topic "Research and application of shading technique to improve pronunciation ability for first-year students at Hai Phong University of Management and Technology" for research. I hope that this thesis will be a source of useful suggestions, contributing to improving some problems in learning English, especially in communication pronunciation.

## **2. Objectives of the study**

The current research is conducted with the hope to:

- The first-year students study in the right direction and effectively in the beginner program, spend time studying and practicing every day, improving their pronunciation quickly.
- Foreign language learners have a new perspective on foreign language learning through masking.
- This essay can also provide the most general knowledge so that readers can refer to and implement the Shadowing method effectively.

## **3. Research question**

With the aims stated above, two following questions were proposed for the study:

1. What are the students' attitudes to shadowing?
2. To what extent does the shadowing technique improve the students' pronunciation?

## **4. Research method**

The study was conducted as case study. A case study is the in-depth, long-term investigation of one or more scientific problems discovered in real life. Data may be collected using a combination of methods such as interviews, personal observations, and document analysis. The study begins with a review of the literature on various theoretical issues related to pronunciation learning and the use of shadows in language teaching and learning worldwide. After reviewing the literature, to meet the set objectives, the researcher used different tools such as questionnaires, interviews, pre-test and post-test to collect data from students member at HPU .

+ Interview and ask students to make a questionnaire to find out their attitude towards using shadowing techniques in pronunciation. All questions in the interview consist of closed and open questions. After collecting data

from the interview, the data were analyzed qualitatively and quantitatively. This is to answer research question 1.

+ Statistical analysis from the previous test and the post test to find out the effect of using shadow technique in learning pronunciation and answering research question.

## **5. Research Design**

The thesis is entitled "A study on the application of shadowing techniques to improve pronunciation competence of freshmen at Hai Phong University of Management and Technology."

The study will be designed with three parts: Introduction, Development and Conclusion.

The first part, Introduction, is a brief overview of the study with more details on the rationale, objectives, methods, research questions and research scope and design.

The second part, Development, consists of three chapters. Chapter 1 is a review of documents presenting the theoretical basis of the thesis. This chapter includes definitions of key terms: speaking and shadowing. A review of previous studies is also included in this chapter. Chapter 2 goes into the study with the participants, data collection tools, and data collection and data analysis procedures. Chapter 3 presents the findings and discussions.

The final section, Conclusions, is devoted to summarizing the study's limitations. This chapter also gives some suggestions for further research. References and appendices will be at the end.



## **PART B: DEVELOPMENT**

### **CHAPTER I: LITERATURE REVIEW**

This part reviews some authors' viewpoints concerning with pronunciation learning and teaching, the convenience of teaching and learning pronunciation in listening lessons and also the use of shadowing technique in English language learning in order to build up the theoretical background for the study which consists of three main parts: related issues of pronunciation, an overview of shadowing technique as well as an overview of previous studies in the world and in Vietnam about using shadowing technique in improving pronunciation of language learners.

#### **1. Pronunciation**

Pronunciation was viewed as an important component of English language teaching curricula since the 1940s. Morley (1991) argued that the question does not lie in „whether“, but „what“ and „how“ pronunciation should be taught. Baker (1992) contended that advanced English learners realize while overall English proficiency can be improved, that it is impossible to eliminate some repeated mistakes and accented pronunciation. Although the pronunciation of adult L2 learners cannot be native-like, it can be improved with constant exposure to L2 (Flege 1988; Flege & Liu 2001; Riney 1998; Trofimovich 2006)

##### **1.1. The importance of pronunciation**

People also often judge others by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult skills of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000). Surveys of student needs consistently show that the learners feel

the need for pronunciation work in class (Willing, 1989). Thus, some sorts of pronunciation work in class are essential.

## **1.2. Definition of pronunciation**

This term is defined as the production of a sound system, which does not interfere with communication, either from the speakers' or from the listeners' point of view (Paulston and Burder, 1976, p.82). Also, it is defined as a way of speaking a word in an accepted manner (American Heritage Dictionary, 1992, cited in Otlowski, 1998). Meanwhile, Richard and Schmidt (2002, p.429) defined it as "the way certain sound or sounds are produced".

Aspects of pronunciation:

Based on the viewpoint that pronunciation refers to the production of sounds used to make meaning, there are two aspects of pronunciation to be taken into account: the supra-segmental and the segmental aspects. The former covers aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, and rhythm. The latter refers to the particular sounds of a language. About the Supra-segmental aspects of pronunciation, Stress comes in the first place. Stress is about the prominence given to certain syllables within words, and to certain syllables or words within utterances. Three main different levels of stress are word level, sentence and contrastive stress. The second is Intonation. Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. Clennell (1997) identified some major functions that are important for learners such as information marking (prominent stress), discourse marking (given/new), conversational management (turn-taking/collaborating), attitudinal or affect marking (mood/feeling), grammatical/syntactic marking (clause boundaries/word classes) and pragmatic marking (illocutionary force/intention of the speaker). Five major patterns of tones can be identified by fall, rise, fall-rise, rise-fall and level. The third one is features of connected speech. In English, the way of linking

and blending sounds between words is quite distinctive from that of other languages, and these features help to manage the patterns of stressed, unstressed and pitch change. The fourth one is voice quality. Voice quality has received little attention in L2 learning, although this factor may be quite familiar with the concept. This term refers to the more general, longer term articulatory settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. About Segmental aspects of pronunciation, the first one is the sound system of English which is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants. These sounds are made using our tongue in different parts of the mouth. Consonants are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms of where the sound is made in the mouth, or place of articulation, how the sound is made, or the manner of articulation and whether or not the vocal cords vibrate, or voicing.

### **1.3. Factors that affect pronunciation learning**

Like in other subjects, there are many factors which affect pronunciation learning, but some of them are specific to this language section as well as to learning foreign language as a whole. It involves both learning as an organized and intentional process, and the unintentional language acquisition which proceeds subconsciously and intuitively, however, is not less beneficial. Both, learning and the language acquisition, are dependable on the inner and outer factors, which the teachers should be aware of when setting out goals and preparing methods and materials. While the factors which cannot be influenced neither by the learner, nor his or her surroundings are the native language, the age and to a certain extent the phonetic ability of the learner, the amount of exposure to English, the attitude and motivation may be supported and changed a lot either by the teacher, or the learner, but usually in

cooperation and support from both sides. That is to say that in this study, the research wants to examine to what extent or in what ways the positive or negative attitude towards to technique influence the participants' improvement.

#### **1.4. Different techniques used to teach pronunciation**

Up to now, there have been a variety of different techniques applied to teach pronunciation all over the world such as listening and imitating, phonetic training, minimal pair drilling, visual aids, tongue twisters, developmental approximation drilling, practicing of vowel shifts and stress shifts related by affixation, and reading aloud/recitation. In listening and imitating, a technique used in the Direct Method, students listen to a teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders. In phonetic training, teachers use descriptions of articulatory, diagrams of articulatory, and a phonetic alphabet to help students understand and practice pronunciation. In minimal pair drilling, a technique introduced during the Audio-lingual era, teachers use the words in pairs to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to sentence-level drills (both paradigmatic and syntagmatic). Using visual aids is also a technique which helps to enhance teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc.

These devices are also used to cue production of the target sounds. Practicing tongue twisters is another technique of pronunciation in which different sounds are repeated and contrasted. This technique helps learners to practice difficult sounds in English in a funny way. Using developmental approximation drills is a technique suggested by firstlanguage acquisition studies in which second language speakers are taught to retrace the steps that

many English-speaking children follow as they acquire certain sounds in their first language. Thus just as children learning English often acquire /w/ before /r/ or /y/ before /l/, adults who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/, respectively. Practice of vowel shifts and stress shifts related by affixation is a technique based on rules of generative phonology (Chomsky & Halle, 1968) used with intermediate or advanced learners. The teacher points out the rule-based nature of vowel and stress shifts in etymologically related words to raise awareness; sentences and short texts that contain both members of a pair may be provided as oral practice material. In reading aloud/recitation, teachers deliver passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues. In brief, there may be different ways of teaching and learning English pronunciation, furthermore, the shadowing technique, the technique used in this research, can be seen as the new and modern one.

## **2. Shadowing technique**

### **2.1. Definition of shadowing**

The Shadowing method is a method of practicing English speaking by imitating the pronunciation, emphasis and intonation of native speakers. This is one of the most popular and effective foreign language practice techniques.

This method has been around for quite a long time, but it was only when Professor Alexander Arguelles, a famous linguist and multilingual named specifically, Shadowing became a foreign language communication training technique that many people used known.

Learning the shadowing method means that you are participating in a multi-character conversation. You need to focus on listening and expressing

your wishes to the other person.

To study well in this method, you need to have a comfortable posture and posture, like you are talking with relatives and friends. Next, say as loud and clear as possible what you hear, it will not only help you improve your pronunciation but also contribute to increasing your confidence.

<https://topicanative.edu.vn/phuong-phap-shadowing-hoc-tieng-anh-giao-tiep/>

## **2.2. The effectiveness of shadowing technique**

To test the effectiveness of the Shadowing method, you need to go through a few advantages and limitations of this technique:

As for the advantages:

- Helps you to pronounce correctly, improve vocabulary, grasp sentence formation and grammar (This comes naturally when listening to native speakers)
- Adjust the tone when speaking (Because you imitate the tone of the native speaker)
- Increase your fluency and ability to think in other languages (This method works to set you up with the dialogue)
- Improve your listening ability (This method helps you improve your listening and speaking ability)
- Suitable for all audiences (Whether you are a novice external icon, a beginner or an advanced level, you can do this by choosing the right materials)

In terms of limitations:

- Can be boring: If you choose the wrong material
- Misunderstanding: If you listen to material that is not of good quality in terms of knowledge, you may misunderstand it, leading to incorrect pronunciation or misuse of grammar.

## **2.3. Benefits of shadowing method**

### *2.3.1. Correct pronunciation*

One of the top reasons why learners have difficulty pronouncing English is that the way native speakers use their lips, teeth, throat and tongue is completely different from Vietnamese.

Therefore, the imitation of the pronunciation of native speakers in the Shadowing method is that the learners are getting used to the different pronunciation rules of English. Shadowing requires you to listen carefully to how the speaker pronounces and repeat exactly what you have heard. Gradually, if you apply this method for a long time, you will be able to form a natural reflex and correctly pronounce English words and phrases like a native.

### *2.3.2. Improve intonation*

Imitating the way native speakers communicate is an effective way to improve intonation. In English, standard pronunciation is not enough. Learners who want to speak English naturally and fluently like a native must also know how to use the correct intonation. Intonation is an indispensable factor to help accurately convey the message that the speaker wants to convey and to honestly express the nuances in speech. For example, in English questions, the speaker needs to raise his voice at the end of the sentence.

### *2.3.3. Increase communication fluency*

The almost simultaneous parody of the speaker in the Shadowing method has the effect of forming reflexes and quick thinking when speaking. This is extremely useful for those who want to sharpen their speaking skills. At the same time, overcome the habit of translating back and forth between mother tongue and English - the biggest barrier that makes it difficult for Vietnamese to communicate in English fluently.

#### *2.3.4. Creat impressions of sentence structure*

When we are repeatedly told something, our brains begin to process the information in the same way. So inadvertently we start framing sentences according to the same pattern. This is similar to a child just starting to speak and creating sentences according to the words of his parents.

#### *2.3.5. Improve vocabulary*

We tend to believe and remember what we hear. So when using this technique, the ear will be heard more and we will be exposed to more new words. The role of the Shadowing method in English communication.

It plays an important role in creating reflexes in learning English communication.

The first is that practicing the Shadowing method helps us get rid of the back-and-forth translation in our heads. One of the problems that slow down the ability to communicate that most people face.

The second is to increase the ability to reflect in learning English communication. We can answer coherently because we have practiced many times with the available dialogue.

<https://marvelish.edu.vn/shadowing-la-gi-cach-luyen-tap-shadowing-hieu-qua-1>

### **2.4. The importance of Shadowing**

Surely when you hear about the benefits and effectiveness of learning Shadowing, you will not be surprised why so many English learners use this method. Specifically, practicing English by the Shadowing method will help us:

- Standardize pronunciation, know how to use appropriate intonation for real situations
- Increase fluency and reflexes in learning English communication. We can



answer coherently because we have practiced many times with the available dialogue.

- Ability to form
- Standardize pronunciation, know how to use appropriate intonation for real situations.
- Increase fluency and reflexes in learning English communication. We can answer coherently because we have practiced many times with the available dialogue.
- The ability to form each person's own phrases, creating their own speaking style.
- Memorizing the dialogue helps you to increase the accuracy of your grammar use.
- Practice better listening.
- Eliminate the back-and-forth translation in your head. One of the problems that slow down the ability to communicate that most people face.

<https://pasal.edu.vn/shadowing-trong-phuong-phap-effortless-english-co-gi-dac-biet-n636.html>

## **2.5. Classification of shadowing**

### *Type 1: Complete shadowing*

According to Murphey (2001), shadowing is fully understood as the listener will imitate the entire content that they hear from the listening text. In essence, this method is aimed at parodying individual words, so it helps listeners improve their pronunciation comprehension, expand vocabulary, and listen to details.

### *Type 2: Selective shadowing*

With this type, learners will listen and only imitate some important words/phrases or key words in the sentence/paragraph (Murphey, 2001). Therefore, this method helps listeners practice listening comprehension ability.

### *Type 3: Shadowing combined with reading aloud (Synchronized reading*

*shadowing*)

The process of the third type is as follows: the listener both listens and reads aloud the script of the listening lesson. In theory, when practicing shadowing, learners should not look at the script of the listening lesson. However, this method has been proven effective because it helps learners to understand the content and acquire more vocabulary in the process of reading. (Khawla & Bouthaina, 2018, 2019).

*Type 4: Shadowing rhyme (Prosody)*

When practicing this type of shadowing, learners will not be looking at the script like in type 3, so this type helps the reader focus on the speed and intonation of the speech, helping the reader to solve the problem of speaking speed. and pronunciation. (Kadota & Taimai, 2004).

*Type 5: Shadowing after reading information (Post-shadowing)*

According to Hamada (2014), the process of implementing this method takes place as follows: listeners will read the script of the listening lesson first to understand the information, then practice listening and parodying. With this method, listeners will have background knowledge and recognize vocabulary in the listening passage, thereby making parody less difficult and listeners can understand the content better.

## **2.6. Steps to apply English speaking practice method according to Shadowing**

Shadowing is a technique that learners can practice in class or at home provided they have good listening files, scripts and listening equipment. To perform this technique, learners should follow the following sequence:

Step 1: Get familiar with the transcript

In Transcript, you need to find all the words you don't know how to pronounce, and look up the pre-filled word how to read each word. You should use a dictionary that includes sample reading audio, in accordance with English-British or British-American standards for you to imitate. In other

words, before you go to the next steps, you already know the pronunciations of 100% of the words in the lesson.

Step 2: Active Listening – get used to the voice in the whole clip

You start playing the clip and listen from the beginning. Now listen actively and try to get used to how the speaker pronounces each word and phrase. There are some very simple words, but when spoken quickly, it feels different, especially when the speaker connects sounds and swallows sounds. In addition, in the process of speaking, each phrase will also be influenced by rhythm and intonation.

Step 3: Listen + Read according to the transcript – Slow speed

This time you turn it back on and slow down at 0.75. At this speed the voice is still very audible, certainly will not be broken. Here you can listen and read the transcript at the same time – this is the Shadowing technique at its most primitive level. Remember 3 things:

- Where the audio goes, follow it, the longer the delay the better
- Accurately pronounce every word you hear in the audio
- Imitate Audio's intonation and accents

Step 4: Listen + Read the transcript – Standard speed

After completing step 3, you need to do the same thing again but choose speed 1.0 to listen and speak according to the transcript at standard speed.

Step 5: No Transcript: Listen + Speak exactly the same as the speed in Audio – Slow speed

After doing step 3 step 4 enough times and relatively "memorizing the lesson", you are ready for step 5: remove the transcript! Please turn off the sub and say the same thing again. If it is still difficult, you can practice step 4 until you memorize the lesson. If you succeed at this step, you've taken a huge step forward in shadowing practice.

Step 6: No Transcript: Listen + Speak exactly the same as the speed in Audio – Standard Speed

After step 5, you are ready for faster speed without subtitles. Through this

step, you will "break" the fast - compact - light shadowing method!

## **2.7. Some difficulties when practicing shadowing**

In a study on pointing out difficulties for learners in shadowing practice, Hamada (2014) pointed out the following factors:

- Learners often fear that they will not be able to recognize pronunciation/vocabularies and also fear that they will not be able to keep up with the speaking speed of the listening text.
- Learners lose motivation because they feel that practicing this skill is not meaningful to them.

To solve the above problems, the author offers some solutions as follows:

- Learners should change their perception of shadowing: the purpose of shadowing is not to imitate all sounds/words, the goal of practice is to help learners improve their ability to hear sounds/words through time.
- To help learners stay motivated to practice, they themselves need to understand the purpose of applying this technique: based on the problems that learners are facing (refer to section 3.1), learners will apply appropriate shadowing techniques to overcome their problems (see section 3.2).

Example: Current learner's problem is lack of vocabulary, learners can use shadowing technique after reading the listening scenario. With this method, learners will have time to study the material and look up new words, then practice listening and parodying. Doing so will help learners remember the vocabulary and remember the pronunciation of words. Over time, learners' vocabulary will be expanded and problems will be solved effectively.

## **2.8. Note to increase shadowing effect**

- Document

As a beginner, learners can practice easy material with familiar topics and at a basic level with 2-3 minute listening lessons. However, the use of difficult material to practice this technique is always encouraged because thanks to the difficult material, learners can expand their vocabulary and, more importantly,

enhance their ability to listen to information when they are learning. need to pay more attention to information when using this document (Hamada, 2014).

In addition, learners should use a variety of listening materials from audio books, podcasts, TV shows or movies, and these materials must have continuous dialogue, this helps listeners get used to a variety of styles. different accents and at the same time get used to the speed of native speakers in different situations.

- Number of times and time of practice:

According to research by Shiki, Mori, Kadoda and Yoshida (2010), the results show that learners should practice shadowing 5-6 times with the same material to be effective for listening comprehension.

For a group of learners at a basic level, Kato (2009) suggests practicing this skill at an intensive level: each practice lasts 15 minutes; Practice about 4 times a week and persist in doing this mode for a month to improve your listening ability in terms of sounds and words.

For higher level learners, learners can apply the same number of times and practice time as above but use more difficult shadowing such as complete shadowing or prosody (rhyme shadowing –) don't look at the script.)

## **2.9. Related studies**

### *2.9.1. Previous studies overseas*

In the early 1990s, Lambert promoted shadowing as a useful technique in the early stages of interpretation training, albeit admitting that its use in training was contentious. Shadowing did not grab the attention of language teachers until the present decade and was introduced into the teaching of foreign languages. Suzuki (2007) observed that using the shadowing method improved students' listening comprehension abilities. This is consistent with the findings of Chung (2010), Hamada (2018), and Sumarsih (2017). The research also indicates a measurable change in the participants' pronunciation,

which may be linked to the efficiency of the shadowing approach utilized in the study employing an action plan that generated phonological awareness among learners (Ulfa & Fatimah, 2019). Several researchers (Hamada, 2018 and Yahya, 2021) found that show that employing shadowing tactics improves pupils' speaking abilities. Shadowing has been shown in a few situations to augment the benefits of lengthy reading (Kadota, 2012).

### *2.9.2. Previous studies in Vietnam*

Recently, some academics in our nation have paid attention to the usefulness of the shadowing strategy in developing students' speaking abilities. Some researchers have highlighted the relevance of the shadowing strategy in optimizing classroom activities for teaching pronunciation to learners (Nguyen & Nguyen, 2019; Ha 2020; Le, 2021). Nguyen et al. (2020) propose that using shadowing in interpreting lessons may improve interpreting fluency. To date, hardly has the effectiveness of shadowing technique in improving students' speaking been examined in the context of Vietnam in general and at Hanoi Pedagogical University 2 in particular. Such gaps have been the motivation for exploring EFL Vietnamese students' English-speaking improvement in the present study.

## **CHAPTER II. RESEARCH METHODOLOGY**

### **2.1. Participants**

The study participants were 30 first-year students, both male and female from the Faculty of Foreign Languages, Hai Phong University of Management and Technology. They were all invited to participate in this study. Coming from different places, they can experience different teaching methods and achieve different levels of English. Most of these students have studied English for more than 8 years and are about to start an English program at HPU; they need a way to learn in the right direction and effectively at the beginner level. They are in their freshman year at the University and study the same schedule and materials. A total of 30 students participated in the study. The students of the Faculty of Foreign Languages participating in the study are assessed by the author as having higher professional qualifications than students of other faculties with current research requirements and future careers. Therefore, this sample is not necessarily representative of the entire university population. Due to micro-research, the researcher tried to find a better detection result of English as well as individual words after using shadowing technique.

### **2.2. Research scope**

- Spatial scope: Hai Phong University of Management and Technology.
- Scope of content: the thesis focuses on clarifying the theoretical content of the Shadowing method: raising the current status of English language learning, giving recommendations on using this method in learning and teaching from the basics reasoning.

### **2.3. Data collection instrument**

To reach the primary objectives of the study, a survey questionnaire has been constructed for data collection for this research. The survey questionnaire is intended to serve as a source of data for this research since it “is useful to

collect survey information, providing structured, often numerical data, being able to administer without the presence of the researcher, and often being comparatively straightforward to analyze”. Hence, it will certainly be valuable for helping the author explore the subjects’ difficulties in learning English pronunciation in terms of individual sounds, ending sounds and words. Moreover, this research tool is also relatively more comfortable, time-saving and economical to administer. Though the use of questionnaire has some weak points like responses “participants think the researcher wants to hear, or indulge in self-flattery”, Ellis (1985: 101) emphasized that questionnaires have provided an insight into the personal nature of language learning, particularly classroom language learning.

### *2.3.1. Questionnaire*

The questionnaire was used to find out the students' attitudes towards using the Shadowing technique to improve their pronunciation, how they learn and practice, and their difficulties in learning pronunciation. The questionnaire is designed with both open and closed questions, including headings, instructions, and question items. The set of questions for students is in Vietnamese, so students can easily understand and avoid misunderstanding the content of the question. This can improve the reliability and validity of the collected data. Students are required to answer questions at the end of the course. They were asked to complete a questionnaire during a 10-minute college break.

The questionnaire consists of 12 questions asking students to give their opinion on their current English level, improvement as well as difficulties when applying shadowing technique in learning English pronunciation.

This part of the questionnaire is also based on a 5-point Likert scale in the hope of being consistent with the previous section on learning strategies. Scale from (1) strongly disagree to (2) disagree, (3) no, (4) agree and (5) strongly agree and 3 questions to assess the level with multiple responses. form.



Specifically, questions 1, 2 are asked to assess your level of English, questions 3, 4, 5 and 6 are asked about attitudes towards the effectiveness of shadow listening in learning pronunciation. Questions 7, 8, and 9 focus on students' interest and interest in using balls in learning pronunciation and other English skills. Three extended questions 10, 11, and 12 help you self-assess your ability to improve pronunciation through shadowing and the difficulties encountered in implementing this method.

### *2.3.2. Data presentation and analysis*

Collected data are presented in the SPSS file. The 12 questions in the questionnaire become 9 variables in the SPSS file. Then, for the responses, the question items were classified into different categories and 3 open-ended questions asked for each person's personal opinion.

#### Data collection procedures

Step 1: Distribute the questionnaire to students In order to collect data for the study, the questionnaire was distributed to 28 students at their recess. Students were given 10 minutes to fill in the answer sheet. All the answers made by participants were kept confidentially to serve for the data analysis.

Step 2: The data is processed by descriptive statistics method to find out the improvements that Shadowing brings in students' speaking skills and learners' interest in this method.

Step 3: Suggest possible solutions to students' problems Based on the findings from data analysis, the researcher would give some useful pedagogical implications to help teachers especially teachers in charge of teaching speaking subject to find appropriate ways to support their students in studying speaking skill better. At the same time, students can improve their speaking skill.

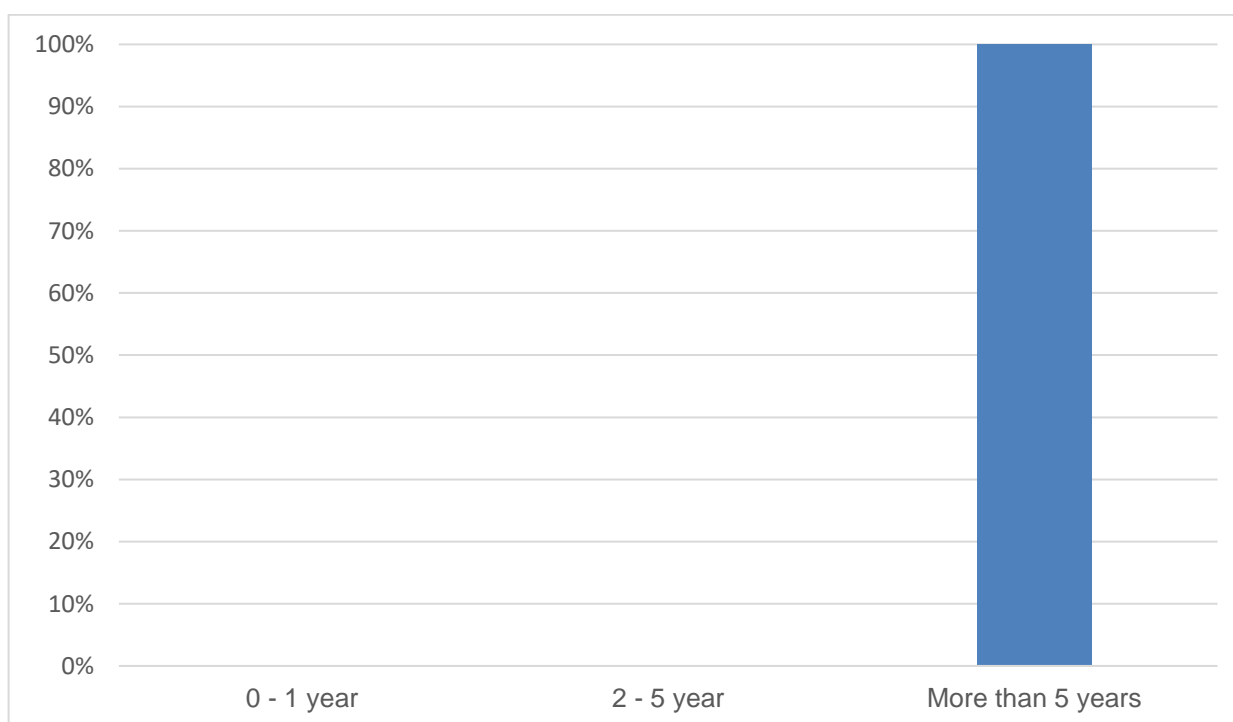
## CHAPTER III. FINDINGS AND DISCUSSIONS

### 3.1. The result from the students' English learning time

Question 1: How long have you been learning English?

Measure	Amount	Percentage (%)
0-1 year	0	0
2-5 years	0	0
More than 5 years	0	100

*Table 1: Students' English learning time*



*Chart 1: Students' English learning time*

The chart 1 shows us that 100% of participants answered they have been learning English more than five years, no student (0%) has been learning English less than five years. Students in Vietnam have to learn English from

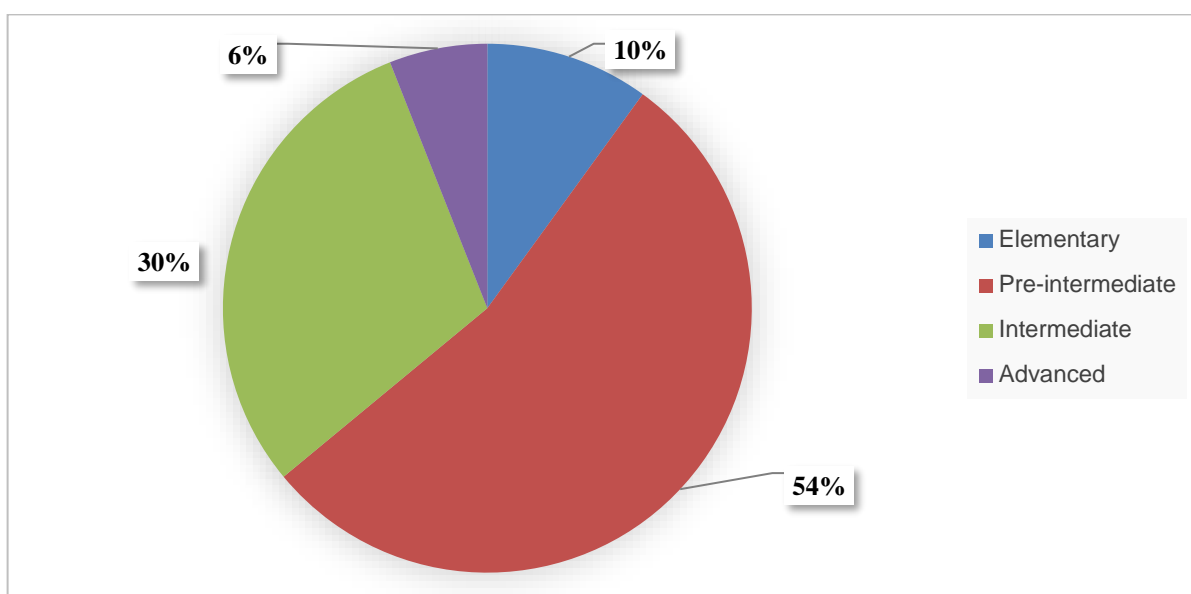
primary school to high school. It is proved that learning English has become a very important task and the great concern of everyone. English is an interesting subject which attracts a great number of students. Moreover, it is a compulsory subject in most schools from primary schools to universities as well. Thus, they are fully aware of the fact that English is really important and necessary for their future jobs.

### 3.2. Results of self-assessment of students' speaking ability

Question 2: How do you self-evaluate your speaking abilities at present?

Measure	Amount	Percentage (%)
Elementary	3	10
Pre-intermediate	15	54
Intermediate	8	30
Advanced	2	6

*Table 2: Student's self-evaluation their speaking abilities*



*Chart 2: Student's self-evaluation their speaking abilities*

The pie chart gives information about students' speaking level which evaluated by themselves. It can be seen that almost all of them are unconfident about their speaking skill. Significantly, more than half of the participants (54%) evaluate their speaking level at a pre-intermediate rate. There is 30% of students think that they are at an intermediate level. Undoubtedly, intermediate choice is the safe choice for all who are uncertain about their English speaking abilities. Among 28 participants, three of them assess that their speaking is very bad, they are at the elementary level (10%), and only two self-evaluate their speaking is advance rate (6%). The results come out because students still do not feel confident with their speaking abilities

### **3.3. Students' general attitude towards using shadowing in learning pronunciation.**

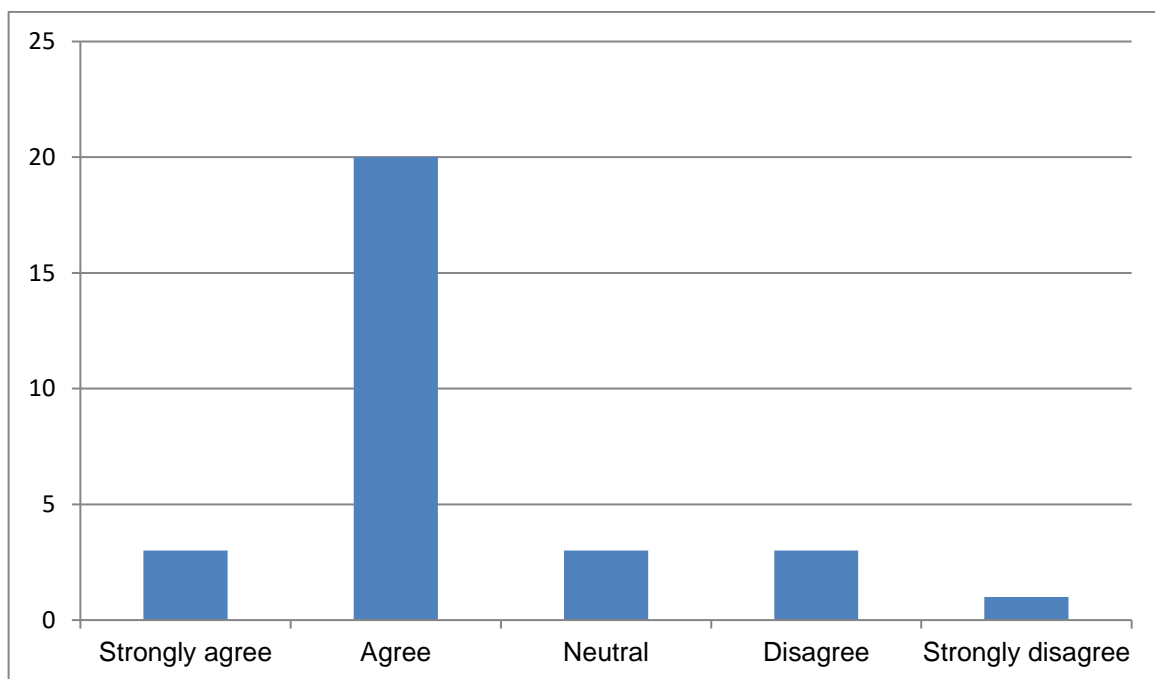
With the aim at investigating students' general attitude towards using shadowing in learning pronunciation which included their difficulties and lessons when implementing the project, all the questionnaires were gathered and analyzed both descriptively and interpretively. The results shown below are rather significant to the research. This part will be presented into 4 main categories: (1) attitude towards using shadowing in learning pronunciation, (2) motivation and attraction, (3) the content of practice lessons and (4) the time of practice in class.

#### **3.3.1. Students' attitude towards learning pronunciation through the project.**

In the questionnaire, question 3 was made to investigate students' general attitude towards using shadowing technique in pronunciation learning. Question 3 asked the participants if the use of shadowing helped improve their pronunciation or not. There were five choices for them.

Measure	Amount
Strongly agree	3
Agree	20
Neutral	3
Disagree	3
Strongly Agree	1

*Table 3: Shadowing technique improves pronunciation*



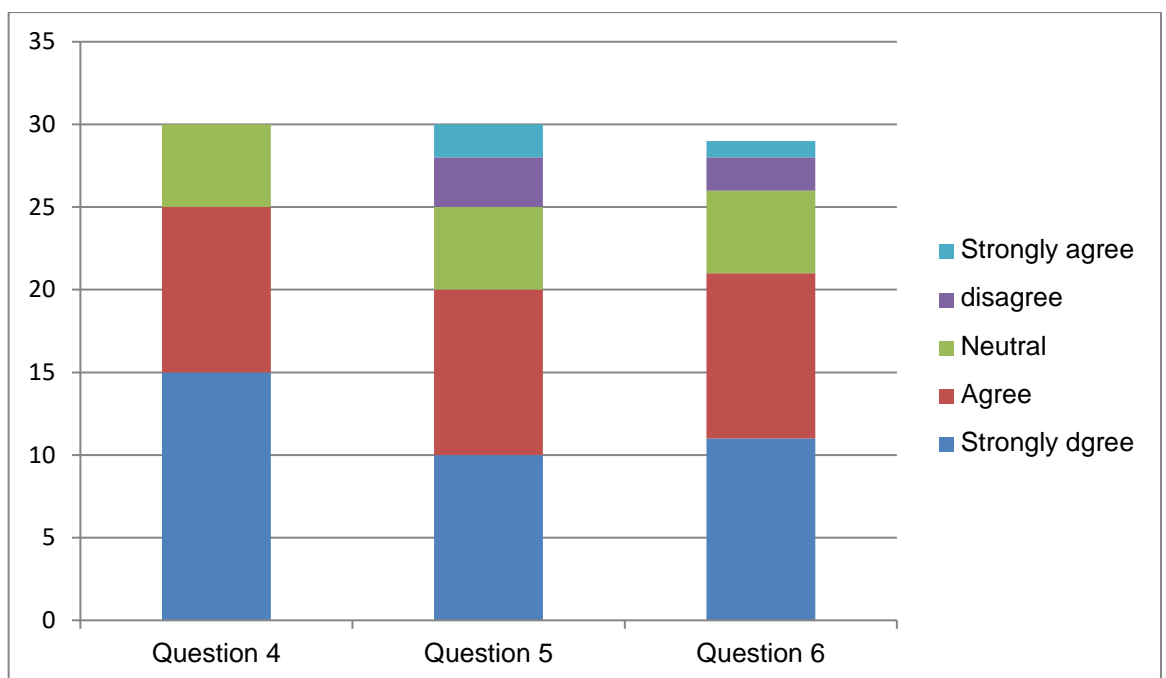
*Chart 3. Shadowing technique improves pronunciation*

Chart 3 shows that most of the students here thought that shadowing technique improved their pronunciation. 20 respondents showed their agreement with the answer and 3 of respondents showed strongly agreement. Therefore, in total the number of the respondents who thought that shadowing technique improved pronunciation was 23 while only a small number (1 respondent) strongly disagreed. Furthermore, just 3 of the participants had neutral attitudes to the effectiveness of using shadowing technique to improve pronunciation. To make the information from question 3 clearer, the next 3

questions deeply looked into aspects in which the technique of shadowing helped the students in pronunciation. After doing some statistics, the results were summarized as shown in the below figure:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Question 4	15	10	5	0	0
Question 5	10	10	5	3	2
Question 6	11	10	5	2	1

*Table 4: Aspects of pronunciation that the technique of shadowing helped to improve*



*Chart 4. Aspects of pronunciation that the technique of shadowing helped to improve*

From the chart above, it is clear that the majority of the participants thought that the practice during the research helped them have better pronunciation (66 out of 90 of the respondents' answer claimed "strongly agree"

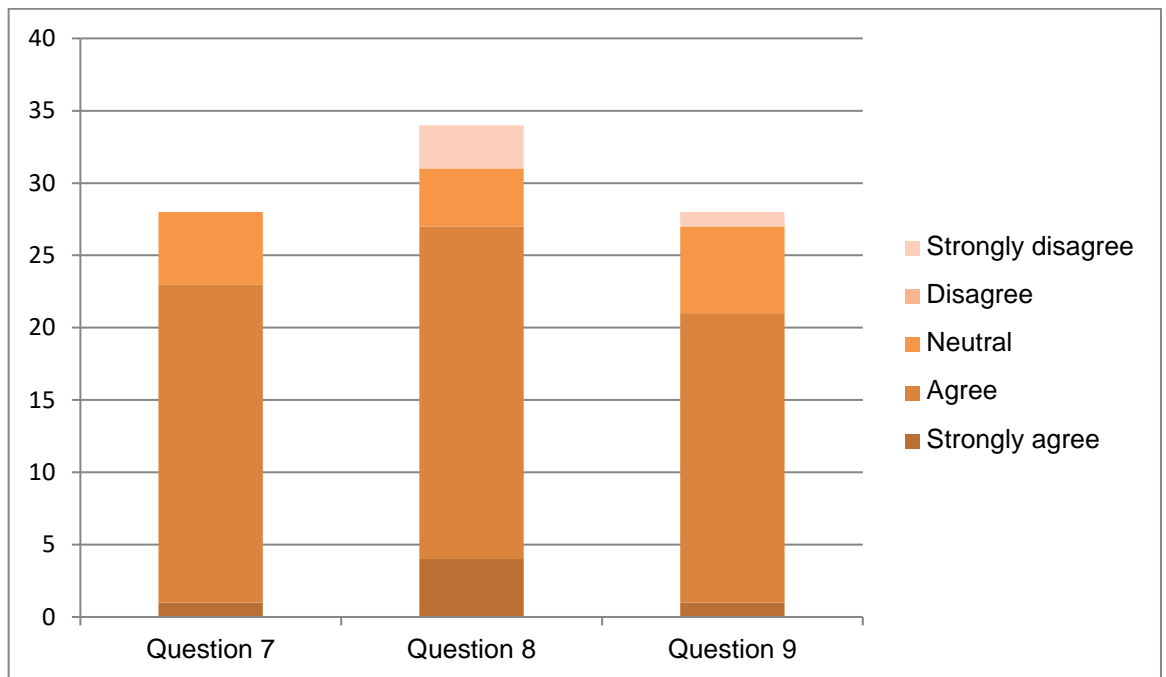
and “agree”). In details, for question 4, 25 strongly agreed and agreed that the practice helped them distinguish and imitate more correctly while there were only 5 of the respondents had neutral attitude and especially, no “disagree” or “strongly disagree” answer was recorded. For question 5, 20 strongly agreed and agreed that the practice helped them immitate the sounds better while only 5 of the students had “neutral” atttitude and 5 had strongly disagreed and disagreed about the effectiveness of the practice. For question 6, 21 said that the they strongly agreed and agreed towards the usefulness of minimal pair practice that helped them get better pronuniation, while there were only 3 claimed “strongly disagree” and “agree” to this practice and 5 responded as “neutral” ones.

### **3.3.2. Students’ attitude towards the attraction and motivation of the practice**

The question 7, 8 and 9 were used to collect data from the participants about the attraction and motivation of the project is shown in Chart 5.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Question 7	1	22	5	0	0
Question 8	4	23	4	0	3
Question 9	1	20	6	0	1

*Table 5. Attraction and motivation of the practice*



*Chart 5. Attraction and motivation of the practice*

From this chart, it is clear that the practice made the students interested in learning pronunciation using shadowing technique and also they would like to applied this technique to learn other skills. 22 said they agreed with the idea the project interested them and no “strongly agree” answer was collected, only 3 got “disagree” answers and 5 got “neutral” ones. In addition to that, 23 of the participants thought that the practice did suit their levels of pronuciation so also increased the interest to learn pronunciation, only 4 got “neutral” answer and 3 strongly disagreed. It is obvious from Column q9(question 9) that the practice brought the participant a great interest so that they also want to take this permanent method.

### **3.4. Students' self-evaluation of their improvement after practicing shadowing metod**

*Question 10: How do you self-evaluation your improvement after practicing shadowing method?*

After the survey is completed, these are some comments from first-year English students that I have collected:



- My pronunciation get improved (the stress, intonation, rhythm).
- I can follow speakers' speech rate after practicing the shadowing method.
- I can remember the speakers' spoken sentences easily after practicing shadowing.
- I can speak more fluency after practicing shadowing.

It can be seen that students' self- evaluation of their speaking development after practicing with shadowing method. It is obvious that shadowers can enhance their pronunciation, speak more fluently, and gain more vocabulary and knowledge. Seo & Takeuchi (n.d) agree that students' pronunciation abilities are greatly improved in the right way. Sharing the same idea, Hseih & Dong (2013) also claimed that shadowing plays an effective way of developing learners' intonation instruction. They explore that students can adapt to the flow and the rhythm of English sentences, the intonation, pronunciation, and fluency are also enhanced by applying the shadowing method. Seo & Takeuchi (n.d) also conclude that shadowers in their study gain better scores after using shadowing as a way to improve their skills. This is understandable since pronunciation in speaking skill is the first impression to make others comprehend the content and evaluate learners' speaking levels. The shadowers admitted that their theme vocabulary about one aspect and their background knowledge about life had been enlarge. " I usually met some new words, idioms, and phrases, and I took time to analyze it; while shadowing, that word, phrase repeated again and again, so I could deeply remember them". In addition, students 'capacities of reaching the speaker's speed and remembering what the speaker says is also improved. In addition, they can quickly memorize content; it helps them understand." I believe this method also helps me improve my listening. Before, I couldn't even hear a sentence clearly. Now, I can follow what the speaker is saying to capture ideas." Most of the children recognized the effectiveness of insinuation in developing their speaking ability.

### **3.5. Some difficulties faced by first-year English majors when practicing**

## **the shadowing method and some suggested solutions.**

*Question 11: When using shadowing method, what can be the problems?*

These are some ideas from the first year English students:

- Unclear pronunciation
- Lack of background knowledge
- Too many new words
- Speaker speaks too fast.

Overall, the speaker's speed and new words are two main aspects that significantly affect the quality of shadowing practice. Based on the interview student said that "when I first applied shadowing, speaker's speed is the most challenging factor". Secondly, the appearance of new words made them confused and distracted speaker". I tried to understand it, then forgot to mimic the speaker".

On the other hand, unclear pronunciation and lack of background knowledge are evaluated as not a significant problem with students' shadowing practice. Based on the interview, students said that while shadowing, "I have time to look at the transcripts or the subtitles, so I do not feel obscure with speaker's pronunciation" as well as the video's content.

Supported by the idea of Manseur (2015)'s study about the role of shadowing method in English learners' speaking skill, almost students agree that the most challenging factor that prevents them from practicing shadowing is to mimic the speed of the speaker. This difficulty can be explained that this is the first time participants try to apply shadowing method, so they cannot get familiar with it in a short time; if they still practice it, they will conduct it soon. Moreover, new words is also a considerable difficulty for shadowers. As Jaramillo & Isaza (2015) suggest in their study, before shadowing, shadower should analyze all the new words to avoid distraction and effectively learn vocabulary.

*Question 12: What are the difficulties that you have experienced when practicing shadowing method?*

These are some comments from the first year English students: words, phrases

- I missed some sounds.
- I lack of concentration.
- I try to understand what the speaker is saying.
- I am distracted by what was said (new words, new information).
- I pronounce some words wrong.
- I tend use incorrect intonation.

As can be seen, pronunciation, intonation, missing sounds, and making sense of the speaker's speech are unavoidable challenges among participants. Students' pronunciation and intonation are two main difficulties preclude them from mastering shadowing. Because they overuse mother-tongue in speaking class, furthermore "I do not have partners to practice in their free time, so I hardly compare my intonation and pronunciation with others to have a better accent". Besides, making sense of the speaker's speech is also a common difficulty that should be mentioned. The students often tent to understand what the speaker is saying." I get used to trying to understand what the speaker say. When I find somethings hard that I do not know, I stop to make sense of it". It prevents students from fluently shadowing.

On the other hand, shadowers usually face difficulties of distracting by what was said, especially new words or new information. When I hear somethings new, I try to absorb new knowledge and make a consequence that forgets to imitate the speaker". Another obstacle that encountered by the participants is missing sounds or words. Through interviews, the reason is that "I failed to cope with the speed of the speaker and the speaker spoke too fast so that I missed some sounds and words or phrases" and "linking words as well". Nevertheless, hardly do the shadowers lack of concentration while shadowing. Meanwhile, Manseur (2015) claimed that while shadowing, shadower should not base on the subtitles or tapescripts to comprehend the content of what the speaker said, because it is an optional step while shadowing. He encouraged that shadowers ought to practice without transcript as it is much

more useful to improve their speaking and listening skill. To avoid these difficulties, before shadowing, students should listen to the video together with reading the transcripts several times to clearly understand the context, as well as the new words, appear in the video.

\*A step by step guide:

*1st:* Choose a short video clip featuring a native English speaker that you want to sound like. I suggest picking one from a list of TED talk videos available on the internet.

*2nd:* Listen to the audio file repeatedly. Try to understand what the person is talking about. It is not necessary to understand the exact same words.

What's important is you get the overall thought of what you have hear.

*3rd:* Copy everything you hear and see the speaker do. Become the speaker, if you know what I mean. Pay attention to the sound, intonation and rhythm. Copy and repeat it all as closely as you can immediately after you hear it.

*4th:* Once you have grown comfortable using the method, make an effort to speak simultaneously with the native English speaker on the audio file.

### **3.6. Discussion**

This study aims to find out some common mistakes in speaking skills, awareness of shadowing methods and some difficulties related to improving pronunciation skills by shadowing technique for first year students majoring in English at Hai Phong University of Technology and Management. The research questions were answered by collecting data from questionnaires and interviews. This small-scale study showed that first-year English majors improved their pronunciation skills significantly after applying the shading method. After implementing Shadowing practice, students notice the effect of Shadowing while speaking such as improving pronunciation, speaking fluency and grasping more knowledge. Last but not least, most students want to continue using shadowing to practice their speaking skills in the future.

## **PART C: CONCLUSION**

## **1. Recapitulation and research experience**

This theoretical and practical research aimed to find out the effectiveness of using shadowing technique to improve the pronunciation of 1st-year students at HPU. At this university, the students were encountered difficulties when listening to and speaking English because of their poor pronunciation. As a result of this, teaching pronunciation has taken into account as a vital aspect by most of the teachers over the years. This study was to suggest the technique of shadowing as an effective way of teaching and learning pronunciation. The findings from the study revealed that there was a possible improvement in the students' pronunciation after applying shadowing. The results also suggested that the use of shadowing or any other techniques, which may be applied, should be approved by the participants. The major findings of the study will be followed.

## **2. Main findings**

Generally, the research results show that students and teachers at HPU had good attitudes to the use of shadowing technique in learning and teaching pronunciation.

Firstly, as could be seen from the students' answers, not many responses by students are neutral. Furthermore, they thought shadowing could surely help them recognize the ending sounds and master them more easily, etc. It also interested and somewhat motivated the students to learn pronunciation. The shortage of time, the feeling of anxiety and the strange sounds etc. were some problems appearing while they were participating in the research. It was suggested that they should be more active in the research and controlling their time better in order to have better result.

Secondly, from the teachers' interviews, it could be seen that shadowing was an interesting and quite effective method in teaching pronunciation. They found that shadowing did not only improve students' pronunciation but also

helped the students develop self-study and motivation in learning English. It was suggested that the students should set up a timetable to practice at home, furthermore, the teacher could help the students to decide on a plan for self-practice at home in order to improve the results. Also, it was better if the researcher could arrange time to carry out more activities in class that helped students be more familiar and engaged into the research. Besides, shadowing was just one technique used to teach pronunciation while teaching process needs the cooperation of different techniques as well as methods, so it was necessary to use several techniques and methods in teaching pronunciation, not only shadowing at a time.

Thirdly, with the objective to improve students' pronunciation, especially the ending sounds in English, the objective seemed to be met. The materials were collected and adapted from different sources with a variety of accents provided the participants with the chance to get more familiar with English in the real world.

### **3. Limitations of the study**

The study was an action research conducted in the classroom where the teacher was also the researcher with 30 students at HPU, which resulted in a myriad of variables and the sample was not randomized. This limitation made it hard to conclude that shadowing was a good technique which could be applied to all students in all universities. Therefore, there should be a longitudinal research such as quasi-experimental or experimental research to affirm the effectiveness of shadowing in teaching pronunciation. In addition, the study may not have enough sufficient tools to get the most reliable data. Though the questionnaire delivery was monitored by the teachers, reliability was not guaranteed to some extents. Last but not least, the time of doing research was a bit short and therefore it could not show the best of the technique as well as the effectiveness of the research. It is suggested that the later researchers should spend more time carrying on and doing more reflection

during the stages of the research to get more benefits and better results.

#### **4. Suggestions for further study**

The research was conducted at HPU with one small population of the students due to the time limitation and the size of the thesis. Therefore, the results could not be generalized. It is suggested that a larger and further research should be done with more participants. Also the time of doing and collecting data should be a bit longer to get more reliable statistics. Besides the use of the materials should be more various in contents and accents. The tests should also be designed in multiple sections to acquire better information about the participants' improvement in pronunciation. It is a great suggestion to try using the technique to further researches on teaching and learning pronunciations in the aspect of supra-segmental one.

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## APPENDICES

### APPENDIX (A questionnaire completed by the students)

#### SURVERY QUESTIONNAIRE

(English version)

My name is Cao Thi Thanh Huyen. This survey questionnaire was designed for my overall study “An investigation on the use of shadowing technique to improve pronunciation of 1st year students at Hai Phong University of Management and Technology”. Your support in completing the survey is greatly appreciated. All information you provide is for research purposes only and you can believe that you will not be identified in any discussion of the data. Please use English or Vietnamese.

*Thank you very much for your cooperation.*

#### **Instruction**

The questionnaire consists of two parts, please tick the box that best fits your opinion or fill in the blank with a short answer. Please use English or Vietnamese.

1. How long have you been learning English?
  - 0-1 year
  - 2-5 years
  - More than 5 yeas
  
2. How do you self-evaluate your speaking abilities at present?
  - Elementary
  - Pre-intermediate
  - Intermediate

- Advanced
3. Before knowing the Shadowing method, did you think it was a difficult method to approach?
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Agree
4. Do you think pronunciation skills are very important in learning English?
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Agree
5. After applying the shadowing method, did you see an improvement in your pronunciation?
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Agree
6. Does Shadowing practice increase fluency and confidence in communicating in English?
- Strongly Agree
  - Agree
  - Neutral
  - Disagree

- Strongly Agree

7. Is shadowing a motivational learning method for students?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Agree

8. Do you think you should spend 30 minutes a day practicing Shadowing?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Agree

9. Do you want to continue with this method?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Agree

10. How do you self-evaluation your improvement after practicing shadowing method?

.....  
.....

11. When using shadowing method, what can be the problems?

.....  
.....

12. What are the difficulties that you have experienced when practicing shadowing method?

.....

.....

.....

## **APPENDIX (A questionnaire completed by the students)**

### **SURVERY QUESTIONNAIRE**

(Vietnamese version)

Tôi tên là Cao Thị Thanh Huyền. Bảng câu hỏi khảo sát này được thiết kế cho nghiên cứu tổng thể của tôi “Khảo sát về việc sử dụng kỹ thuật shadowing để cải thiện khả năng phát âm của sinh viên năm thứ nhất trường Đại học Quản lý và Công nghệ Hải Phòng” chỉ nhằm mục đích nghiên cứu và bạn có thể tin rằng bạn sẽ không bị nhận dạng trong bất kỳ cuộc thảo luận nào về dữ liệu. Vui lòng sử dụng tiếng Anh hoặc tiếng Việt.

Cảm ơn bạn rất nhiều vì sự hợp tác của bạn.

#### **Hướng dẫn**

Bảng câu hỏi bao gồm hai phần, vui lòng đánh dấu vào ô phù hợp nhất với ý kiến của bạn hoặc điền vào chỗ trống bằng một câu trả lời ngắn. Vui lòng sử dụng tiếng Anh hoặc tiếng Việt.

1. Bạn học tiếng Anh được bao lâu rồi?

- 0-1 năm
- 2-5 năm
- Trên 5 năm

2. Bạn tự đánh giá năng lực nói của mình hiện nay như thế nào?

- Cơ bản
- Sơ cấp
- Trung cấp
- Trình độ cao

3. Trước khi biết đến phương pháp Shadowing, bạn có nghĩ đây là một phương pháp khó tiếp cận không ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không đồng tình
- Hoàn toàn không đồng tình

4. Bạn có nghĩ kỹ năng phát âm rất quan trọng trong việc học tiếng anh không ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không đồng tình
- Hoàn toàn không đồng tình

5. Sau khi áp dụng phương pháp shadowing, bạn có thấy kỹ năng phát âm được cải thiện không ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không đồng tình
- Hoàn toàn không đồng tình

6. Việc luyện tập Shadowing làm tăng độ lưu loát, tự tin trong giao tiếp bằng tiếng anh hơn ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không đồng tình
- Hoàn toàn không đồng tình



7. Shadowing có phải là một phương pháp học tạo động lực học cho học sinh không ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không bình thường
- Hoàn toàn bình thường

8. Bạn có nghĩ bạn nên dành thời gian 30 phút mỗi ngày để luyện tập Shadowing không ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không đồng tình
- Hoàn toàn không đồng tình

9. Bạn có muốn tiếp tục thực hiện phương pháp này không ?

- Rất đồng tình
- Đồng tình
- Bình thường
- Không đồng tình
- Hoàn toàn không đồng tình

10. Bạn tự đánh giá sự tiến bộ của mình sau khi thực hành phương pháp shadowing như thế nào?

.....

.....

.....

11. Khi sử dụng phương pháp shadowing, vấn đề có thể xảy ra là gì?

.....  
.....

12. Những khó khăn mà bạn gặp phải khi thực hành phương pháp shadowing là gì?

.....  
.....  
.....