

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH-NHẬT

Sinh viên : Đặng Thị Tuyền
Giảng viên hướng dẫn: ThS. Bùi Thị Mai Anh

HẢI PHÒNG – 2020

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**IMPROVE SPEAKING SKILL OF FIRST-YEAR ENGLISH
MAJORS AT HAIPHONG MANAGEMENT AND
TECHNOLOGY UNIVERSITY BY SHADOWING METHOD**

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

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Đặng Thị Tuyền

Mã SV: 1512753063

Lớp: NA 1902N

Ngành: Ngôn ngữ Anh-Nhật

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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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Người hướng dẫn thứ nhất:

Họ và tên: Bùi Thị Mai Anh

Học hàm, học vị: Thạc sĩ

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

Nội dung hướng dẫn: Improve speaking skill of first-year English majors at Haiphong Management and Technology University by shadowing method.

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

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Đề tài tốt nghiệp được giao ngày tháng năm

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PART A:

INTRODUCTION

1. Rationable

In the world in general and in Vietnam in particular, in the past few years, it cannot be denied that English is boosting and much more attention has been paid to learning English. Due to its significance, people have taken special consideration into gaining the language in order to reach the international level. When it comes to learning English: speaking, listening, reading and writing are 4 basic skills. While the three other skills are prominent in obtaining a wholesome English competence, speaking skill is always regarded as one of the most important skills. Thus, it is undeniable that speaking skill should be made priority for English learners because it seems that if they are productive communicators, there will be a high possibility for them to get settled and well-paid jobs. However, to master this skill is still an issue for almost students in Vietnam. At Haiphong Management and Technology University, the first-year English majors often fall into confusion while speaking English because of the lack of practice, knowledge, and confidence,... However, another serious problem is the lack of self-study methods which are suitable with their level. In order to improve their speaking skill, shadowing method is in top choices as its effectiveness has been proved in many countries, especially Japan.

Recently, the shadowing method is attracting much attention of English educators and learners. Originally, the shadowing method was aimed to train simultaneous interpreters: however, its efficiency in developing foreign language learning has been appreciated and started to be used in the classroom or self-study. The effectiveness of shadowing method to particularly developing oral skills has been investigated and recognized through the field of teaching and learning foreign languages (Lambert, 1992; Murphey, 1995, 2001; Tamai, 1997, 2005; Hamada, 2014, 2016). For instance, Hamada (2014) examined some claims about shadowing method, and the result showed that it is one of the most effective techniques for lower-proficiency learners. Hence, it is believed that

such a method can be help learners to reduce the limit, and bring a different way to teach and learn speaking skill, in the effort to improve it.

Even though the shadowing method is popular around the world, in Vietnam, there has been very little research accompany with this field. In Haiphong Management and Technology University, this might be an untouched area, as no study in the same topic can be found. Due to the above mentioned, I have made a presentation about shadowing method with the hope that it can help learners of English at Haiphong Management and Technology University will study English better in the near future. That is the reason why I decided to choose the study entitled: “ Improve speaking skill of first-year English majors at Haiphong Management and Technology University by shadowing method”.

Therefore, this research is hoped to provide a suitable way to self-study for first-year English majors, who have experienced the difficulties while speaking, and the awareness of them towards the effectiveness of the shadowing method.

2. Aims of the study

As can be seen from the Introduction chapter, this study purposes are to investigate students' common speaking problems when speaking English, their perspective about the use of shadowing and some difficulties they faced when applying it to practice speaking. To achieve these purposes, the study will focus on the following research questions:

- 1) What are some difficulties faced by the first-year English majors in an attempt to master speaking skill?
- 2) What are the effects of shadowing on students' speaking skill (as perceived by students)?
- 3) What difficulties are encountered by students when practicing the shadowing method?

3. Methods of study

To complete this study, a variety of methods have been employed:

- Concerned materials including reference books, websites on teaching methodology have been carefully studied and analyzed.

- A survey questionnaire was conducted to the first-year English majors at Haiphong Management and Technology University to gather information and evidence for the study.

- In addition, to make the data collected more reliable and authentic, qualitative method was applied with two instruments: an informal interview and observation.

All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.

4. Scope of the study

Because of time limitation, the study can only investigate the perspective of a small number of first-year English majors towards the use of the shadowing method, and their difficulties when applying it to practice.

Despite the shortcoming of the study, its result could be a suggestion for any English learners whose purpose to improve their speaking abilities. Besides, the shadowing method is not only used for self-studying but it is also employed in class by teachers as a recommended reference for their English speaking teaching methods.

5. Design of study

The study is composed of three main parts:

✚ Part A is the introduction which consists of rationale, the aims, scope, methods, and design of the study.

✚ Part B is the development - the core of this paper which is divided into three chapters:

- ❖ Chapter one is literature review which provides an overview of speaking skill, shadowing method.
 - ❖ Chapter two shows detailed explanation of the methodology.
 - ❖ Chapter three is findings and discussion (the data analysis; students' self-evaluation of their improvement after practicing shadowing; some difficulties faced by first-year English majors when practicing the shadowing method and some suggested solutions).
- ✚ Part C is the conclusion which summarizes what was given in previous chapters and limitations of the study as well as recommendations for further study.

PART B : DEVELOPMENT

Chapter 1: Literature Review

1. Speaking skill

1.1. Definition of speaking

Among four skill, speaking, together with writing, is classified as a productive skill and described as a process of delivering information and sharing one's ideas and emotions in oral communication. Moreover, speaking is said to be one of the first aspects of communication in which special orientation and training is of paramount important (Afshar & Asakereh , 2016). Therefore, plenty of researches have been in-depth studying to figure out its definition along with its nature.

According to Solcova (2012, p.17), speaking is defined as “interactive progress in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals”. Byrne (1976) stated that speaking is as a way speakers express their ideas by arranging the words. In another study, Burns and Joyce (2007) declared that speaking is an act of meaning formation through interaction among people in which information is produced, received and processed.

From the above definitions, we can define speaking is expressing ideas, opinions, feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

1.2. Characteristics of speaking skill

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first, characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second, characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expression correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

1.3. The importance of speaking skill in the classroom

Among the four skills in learning English, speaking and writing are the productive skills. However, speaking is regarded as very important for language teaching and learning. Speaking is a bridge to reach other skills. Speaking helps learners to read better, to listen more effectively and write more accurately. Speaking is surely the most effective means of communication. (Ur, 1996)

There are two most important reasons why speaking should be taught in the classroom. The first reason is speaking is a good source of motivation for students. For the students who have ability to speak English eligibly, they want to speak English; they know to express themselves in English. Thus, they always speak when possible. But for those who cannot speak English well, they do not want to speak in group. As a result, they may soon get de-motivated and lose interest in learning English. In addition to this, in the English speaking class, if the speaking activities are organized in the suitable way, speaking can have a lot of fun and therefore can raise motivation in the learners. If the speaking is practiced successfully, the other skills can also be improved through speaking.

For the second reason, nowadays, the demand for communication among people is really important. Without it, the life does not exist. For this, speaking always plays an important role in people's lives. Speaking is considered as survival skill in real life (Ur, 1996; p134)

For the ideas above, speaking skill also plays the key role in foreign language learning and teaching.

1.4. Common problems in learning speaking skill of first-year students

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

Arifin (2007) conducted a study to have a deeper insight into how psychological problems affect the students in the speaking classroom. He pointed out that there are two major problems in speaking, which are low-confidence and anxiety. Notably, the unconfident students are easily influenced by the feeling that they are "stupid", "worthless" (Afirin, 2007). In relating to anxiety, he also claimed that when a student performed a presentation in front of the class or a group of people, anxiety usually strikes. Sharing the same point of view, Ur (1996) defined commonly-encountered problems among English learners as follows:

- Inhibition: fear of making mistakes, afraid of criticism, and shyness.

- Nothing to say: learners have problem with finding motives to speak, expressing opinions, and giving comments.
- Low or uneven participation: often caused by the tendency of some learners to dominate in the group.
- Mother-tongue use: particularly common in fewer disciplines or less motivated classes, learners find it easier to show off their ideas in their native language.

In terms of inhibition, as many researches, fear of making mistakes is considered the main factor are bringing negatively feelings affect students' speaking abilities. Nakhala (2016) illustrated that shyness is a source of the problem encountered by students during speaking. He explained that when one feels shy, his mind goes blank and forget what to say .

Secondly, learners feel hard to think of anything to express their ideas because their mind goes blank: when being asked about the topic they know very little or have no idea, students tend to keep silent.

Thirdly, participants in speaking class are distributed unfairly. As reported by Ur (1996), this problem was described as the large numbers of students in the speaking group tended to dominate the group. It can be explained that in a group, there are different kinds of students with specific characteristics and levels. Those who are more proactive and talkative will speak more often than quiet students.

Finally, undoubtedly that the overuse of mother-tongue in speaking class hinders students from improving their speaking abilities. According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their

classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

1.5. Main factors affecting students' English speaking

1.5.1. Fear of mistake

Robby (2010) argued that the fear of mistake becomes one of the main factors of students' speaking in English in the classroom. With respect to the fear of making mistake issue, and this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for students to consider that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

1.5.2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

1.5.3. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration. The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991). He believes that "anxiety about speaking a certain language can affect students performance". It can influence the quality of oral language production and make individuals appear less fluent than they really are.

1.5.4. Lack of confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

1.5.5. Vocabulary

Learning vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. Rich vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English.

1.5.6. Pronunciation

It is quite common for non-native speakers of English to mispronounce English words. This can lead to misunderstand or even some more serious consequences. What we should do is to try our best to learn more and practice more to improve our pronunciation.

1.5.7. Listening comprehension

Listening comprehension is a very basic skill one must have in order to be a good English speaker. However, many of students try to improve their English speaking skill without practicing their English listening comprehension skills. Most of them spend a lot of time on studying grammar and vocabulary but they cannot hear when talking with foreigners.

1.5.8. Lack of environment

If a person stays in the foreign countries, he or she will practice their oral English in short time, maybe just several months. That is why a majority of college students choose to study abroad. However, domestic students cannot own this perfect target language learning environment, which is an important factor affecting their oral English. In class, English teachers are mostly native Vietnamese speakers who have they can hardly speak as standard as native foreigners so students cannot learn a standard English.

2. Shadowing method

2.1. Definition of shadowing method

According to Manseur (2015, p18), “ shadowing can be defined as the imitation of a particular input as it is heard in a short period of time as possible”. He said it is repeating activity of the exact words of an audio track or recorder input of target language. Lambert (1992) argued that shadowing is a task we vocalize immediately the auditory such as word-by-word repetition, parrot-style, in the same language.

Tamai’s research is regarded as one of the leading studies on shadowing method, and his definition of the shadowing method was cited in numerous works of researchers. He defined shadowing as a listening exercise in which the English learners mimic speech while listening attentively to the incoming information (Tamai, 2005). 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”. Hseih & Dong (2013) believed that shadowing method draws the attention of some scholars in Asia in recent years, in particular, Japanese people viewed shadowing as helpful exercise to be integrated into the English language program.

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

As noted by Manseur (2015, p18), shadowing as the word denoted, “ is repeating exact words of an audio track recorded input of target language”. He explained that shadowing as it name, the shadow does everything one does, and the shadower says everything the speaker says .

Northbrook (2013) made a video for sharing his opinion about the shadowing method. 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.

From the above definitions, we can define shadowing is an advanced learning technique where you listen to a text in your target language, and then speak it aloud at the same time as the native speaker.

2.2. Stages of shadowing task

Beside the definition of shadowing, the shadowing process should be taken into consideration.

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, she/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. Jaramillo and Isaza (2016) also suggested how to implement speech shadowing in a classroom with the same opinion regarding the first two steps mentioned above. They stated that “ the learners should listen as many times as possible to the audio until they are satisfied with their pronunciation” (Jaramilo and Isaza, 2016, p17). Specifically, when implementing shadowing in a classroom, the students are required to select an audio text to analyze the vocabulary. Then, the shadower will listen to the audio again and again to become familiar with the speakers’ pronunciation. The participants in practicing shadowing can take advantages of being instructed by the speakers. As long as they feel satisfied with their pronunciation during the shadowing process, they are required to record their own voice or shadow in front of the class. Agreeing with others’ points of view when suggesting shadowing phases, 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, ect. 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 should copy the speaker so closely, become that speaker in every single little pause, rhythm. Finally, the practitioners get rid of the text and

shadow without the text. Concerning the transcript in shadowing, Manseur (2015) argued that the shadower ought not to resort to the transcription because he thought that using transcript during shadowing is an optional step because it will be much more effective if the shadower gets accustomed to the practice without a transcript. "Reading the transcript enables the shadower to recognize 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). Among those steps mentioned in Manseur's study (2015), emulation is regarded as the most crucial step. This step requires the shadower to copy the speaker in all aspects ranging from pace, rhythm to stress, and intonation.

In conclusion, the shadowing process is required to follow essential steps to improve the learners' language skills better. As can be seen, some steps need to be followed.

2.3. Classification of shadowing

A significant number of researchers introduce several types of shadowing. Manseur (2015) classified shadowing types in terms of the studies of psychology and language learning contexts.

Kurata (as cited in Manseur, 2015) and Tamai (1997) shared the same opinion when suggesting five types of shadowing including full shadowing, delayed shadowing, phrase shadowing, parallel reading, and speed reading.

Specifically, regarding full shadowing, the shadower imitates the entire input word by word after understanding the content (Manseur, 2015).

Tamai defined full shadowing as “ Students have to listen to the input and then try to repeat the authority as soon as it is heard (as cited in Jaramillo & Isaza, 2016, p15)”.

Types	Procedure
Full shadowing	Articulate the same sounds at almost the same time while listening to sounds of a text
Delayed shadowing	Do the same thing as full shadowing explained above, but not at the same time, rather, after a second
Silent shadowing	Do shadowing phrase by phrase. In the activity, a teacher has students listen to 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 understading the text is not important, and the teacher has each student measure how long it tool for an individual to finish reading the text

Table 1: Classification of shadowing (cited in Tamai, 2005)

According to Manseur (2015), concerning Murphey’s types of shadowing, there are three main types: complete shadowing, selective shadowing, and interactive 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

Table 2: Murphey’s types of shadowing (2001) (as cited in Hamada, 2016)

Murphey (2001) defined complete shadowing as a process where “learners shadow everything speakers say” (p129). In other words, it refers to the full imitation of speech. While selective shadowing requires the listeners choose only certain words and phrases to imitate, when practicing interactive shadowing, the speaker can add specific questions and comments, thereby building up a more natural conversation (Murphey, 2001).

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.

As can be seen from table 2, delayed shadowing may fit the aim of this research in terms of improving students’ speaking abilities. Therefore, the author put this kind of shadowing into practice during the research.

2.4. The importance of shadowing method in developing speaking skill

Shadowing can be one of the top methods for developing speaking abilities. According to Jaramillo & Isaza (2016, p 17), “ when learners shadow the audio, they imitate the sounds, stress, pronunciation, and intonation of the audio, it helps to raise awareness on the way they speak”. Manseur (2015) stated that students could enhance their oral fluency because, with this technique, students can self-correct their pronunciation. A research on shadowing method in English intonation instruction, which was conducted on 14 students, showed that the scores in pronunciation, fluency, and intonation when speaking, after experimenting shadowing, is significantly improved (Hsieh & Dong, 2013). Regarding Japanese researches, students also evaluated shadowing positively. For instance, shadowing helps them to listen to various words and phrases so that they can improve listening comprehension as well as speaking efficiency, or they can use muscles required to pronounce English properly (Horiyama, 2012). He believed that students could improve their listening and speaking skill by practicing shadowing everyday.

Hamada (2014) states that the effectiveness of shadowing on improving listening comprehension skills has been examined in classroom research. Furthermore, learners appear to improve prosody, gain more concentration, and become used to natural speed as well.

Sumarish (2017) states that there are several ways of shadowing that help our English. First, shadowing gives you lots of speaking practice. Second, shadowing gives you lots of excellent listening practice. Third, shadowing gives you lots of practice with the sounds, melody, stress patterns and overall rhythm of English. Fourth, shadowing improves your speaking speed. Fifth, it helps to improve your vocabulary and grammar.

Sumarish (2017) did experimental research on 60 students. It was proved that shadowing had positive effectiveness in developing students' speaking and listening proficiency.

As analyzed, shadowing method can be of paramount importance for improving students' speaking abilities in particular and language learning in general.

Reviewing the previous researches, the researcher found out if shadowing was the appropriate way to practice speaking abilities. The use of it has been noticed all around the world because of its convenience and effectiveness.

CHAPTER 2 : METHODOLOGY

1. Participants

The population of the study consisted of 28 students from NA2301A, NA 2301T and NA 2301N who are in their first-year English majors of Haiphong Management and Technology University. All these participants are students from three different classes who have supported in the research. The reason for selecting freshmen is that they can easily catch up with the new things, especially they are all willing to try a new method to study. Most of them are at the pre-intermediate level, which is based on their university entry points. Hamada (2014)'s study showed that the shadowing method is one of the most effective techniques for lower-proficiency learners. Moreover, in the context of Vietnam, high school students do not have much time to speak in an English lesson. So, the majority of participants, who have just graduated, hardly find a suitable method for self-study speaking skill. Getting them to participate in this research is the correct choice, which not only tests the effects of shadowing method on their speaking skill but also provides them a method for self-study because some of them still cannot decide their way of studying proficiency yet.

Secondly, they are now studying in Foreign Language Department, they will be guided on how to practice four English skills during their lessons. Therefore, they are aware of the importance of practicing to improve their English proficiency. Because of more time practicing, they need to experience more methods of studying English in general and studying speaking skill in particular.

Last but not least, they may all know about the shadowing method, but hardly they apply it to practice. Because of their awareness of shadowing, they can easily access to the method than others. This research helps the participants to practice shadowing more often and tries to figure out the result for better English speaking abilities.

2. Instruments

To research the primary objectives of the study, there are several approaches to collect the information in concerning common mistakes in speaking skill, students' understanding about shadowing method, and some difficulties and developments of the participants who practice with shadowing method.

In this study, the questionnaire consists of 10 questions. The questionnaire of 10 questions required the participants to give their opinions about their common speaking problems when speaking English and to what extent they know about shadowing method.

Question 1 gives information on students' English learning time . The author wants to have further understanding about students' bonding time with English. Basing on this understanding, the author can get right information and give appropriate to them.

Question 2 is about the students' attitude on learning English speaking skill. Not every student learns speaking English because of their love to it. By understanding exactly how they love speaking English the author can have a new method to strengthen their passion on studying English speaking.

Question 3 gets information on how students think about the importance of English speaking. The researcher wants to know about students' opinions on this matter.

Question 4 is about students' self-evaluation their speaking abilities. The researcher wants to know about the speaker's level of students.

Question 5 is students' common problems when communicating in English. The researcher wants to find out some problems related to speaking that students face up with.

Question 6 is the result from students' opinion about a new creative English studying method.

Question 7 is the awareness of students about the shadowing method .

Question 8 is about level of the frequency of students practice shadowing method.

Question 9 is about students'attitudes towards the effects of shadowing method in practicing speaking after shadowing experience.

Question 10 surveys students want to continue practice with shadowing method.

The questionnaire was written in both English and Vietnamese in order that students might have a clear understanding of the researcher's purpose because of the fact that some of the first-year English students have limited English proficiency.

3. 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: Process the data

Data were processed by using the descriptive statistics so as to find out the percentage of each factor leading to students' difficulties in speaking skill and the effects of shadowing 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 3: FINDINGS AND DISCUSSION

1. The data analysis

1.1. The result from the students' English learning time

Question 1: How long have you been learning English?

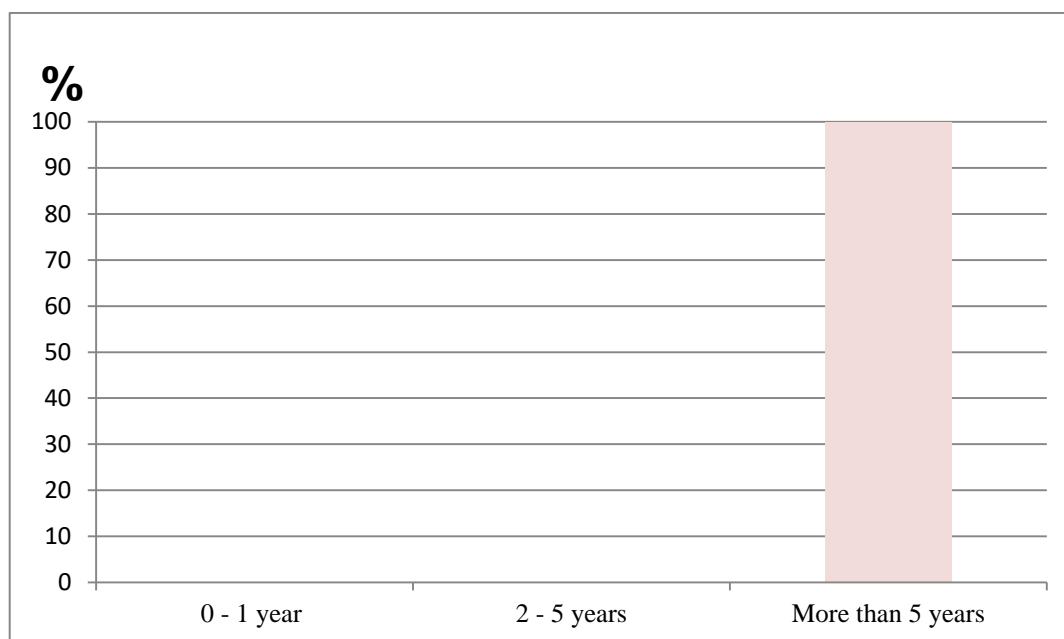


Chart 1: Students' English learning time

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.

1.2. The result from students' attitude toward learning speaking skill

Question 2: Do you like learning English speaking ?

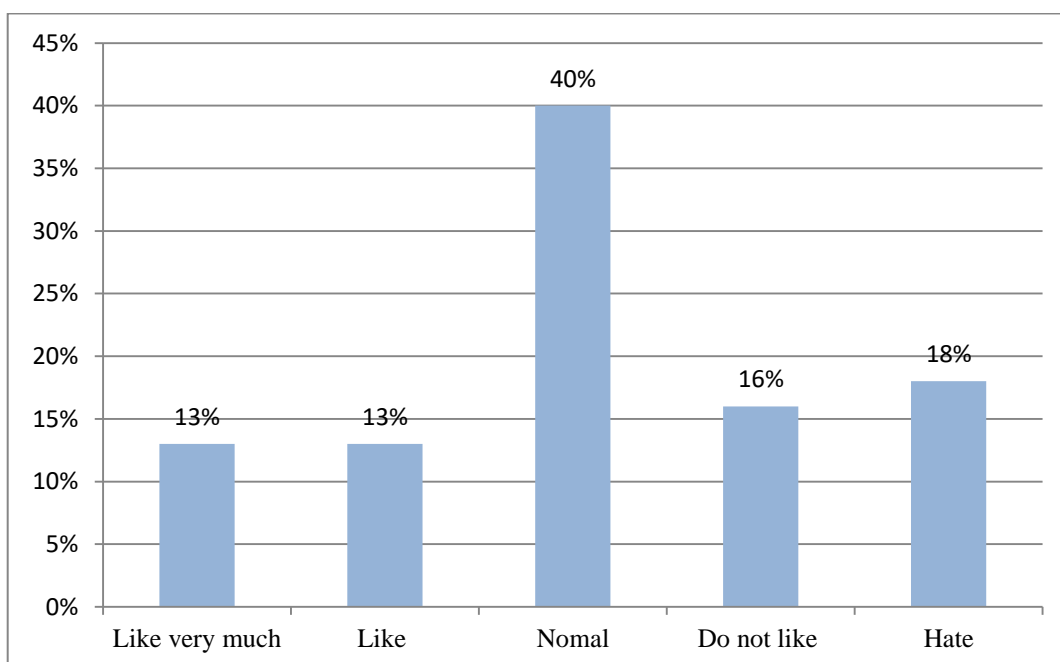


Chart 2: Students' attitude toward learning speaking skill

The chart above shows us that 26% of students (13% like very much; 13% like) have very good attitude toward learning English speaking. This result is not surprising and this proved that they are surely aware of how speaking English is interesting and important to them. However, the number of students who do not like learning English speaking are still at the high rate because it occupied 16% or in others words, nearly one fourth of the students do not pay attention to learning English speaking and there are about 40% of students find learning English speaking normal. So how to make the learning speaking interesting to attract these students is a concerned problem.

1.3. The result from students' perceived importance of speaking skill

Question 3: In your opinion, how important is English speaking skill ?

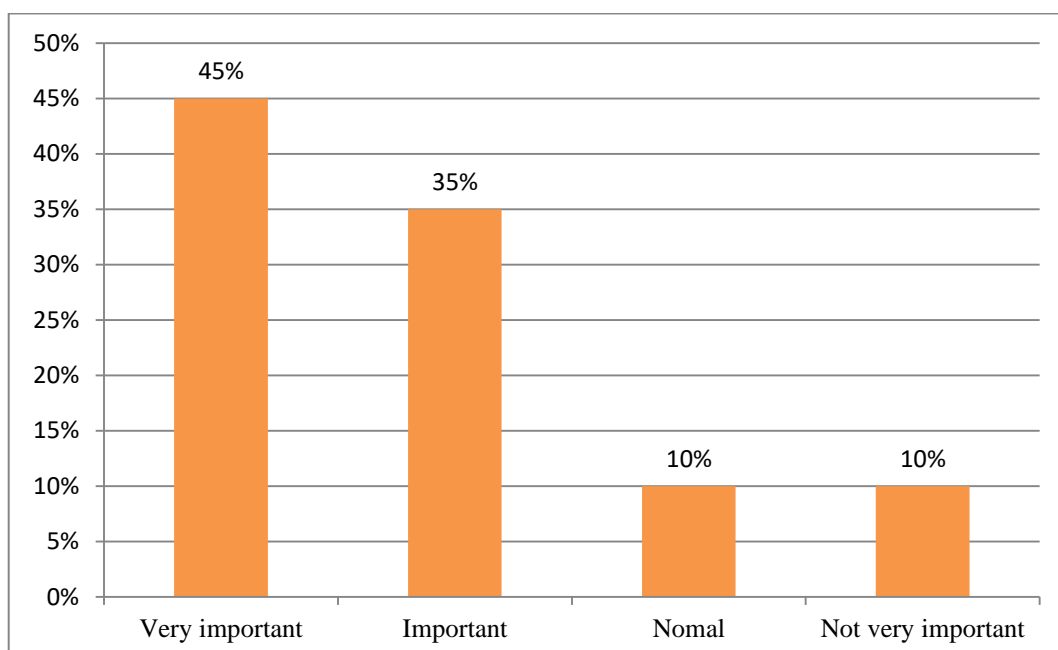


Chart 3: Students' perceived importance of speaking skill

As can be seen from chart 3, a high percentage of the respondents (45%) considered speaking skill very important to them while 10% stated it was nomal, 35% of the respondents mentioned speaking was important. In general, most of students were aware of the importance of speaking skill in their study. However, some of them (10%) did not admit this. Therefore, from the chart above, we can easily see that students realize obviously how important is speaking skill to them.

1.4. The result from students' self-evaluation their speaking abilities

Question 4: How do you self-evaluate your speaking abilities at present?

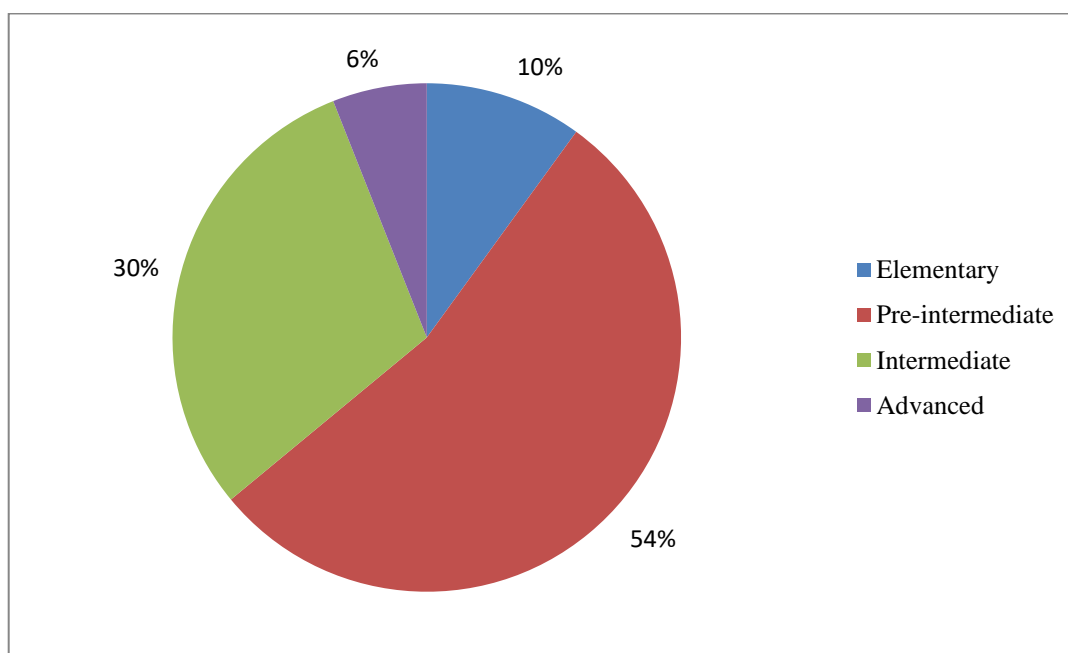


Chart 4: Students' self-evaluation their speaking abilities

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.

1.5.The result from students' common problems when communicating in English

Question 5: What is your problems when communicating in English?

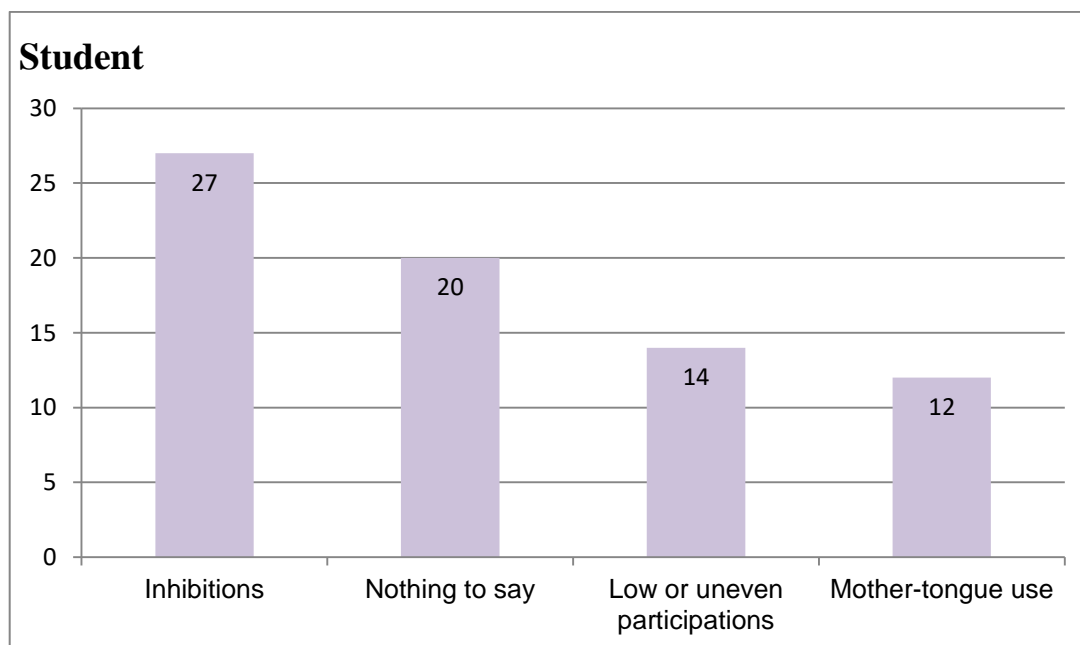


Chart 5: Students' common problems when communicating in English

This chart shows some common problems that students encountered while speaking English. It is clear that those are significant problems of first year majors, especially inhibitions and nothing to say. Almost the participants have faced with inhibition problems when communicating (27 out of 28 students). The fear of making mistakes and being criticized or shyness also prevents them from mastering their English speaking abilities. Nothing to say (20 out of 28 students), they have no motivation to convey their through or feeling; they have no ideas or do not want to speak. Additionally, mother-tongue use (12 out of 28 students) is also set as frequent problem encountered by students. They are familiar with overusing Vietnamese in speaking class because they feel hard when they express their ideas in English. However, the proportion of students who experienced the lack of chances to speak in class occupy a half of students (14 out of 28 students). This result can be explained that students' participation in speaking class is spread over quite equal; every students can involve in class's activities.

1.6. The result from students' opinion about a new creative English studying method

Question 6: Do you want to have a new creative English studying method?

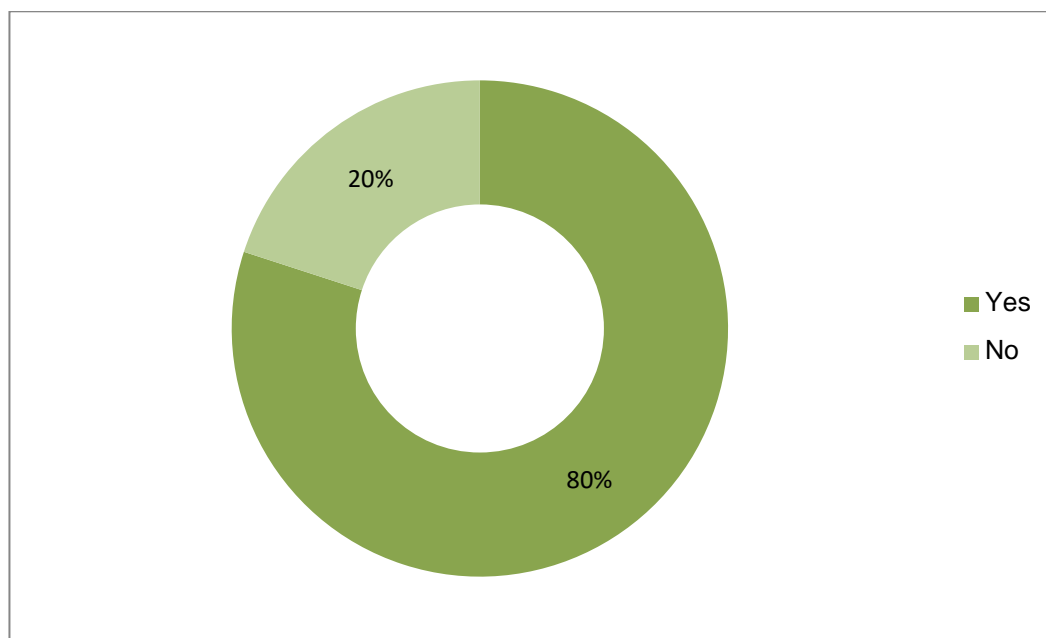


Chart 6: Do you want to have a new creative English studying method?

Look at the chart above with the question: “ Do you want to have new creative English studying method?”. 80% of students say “Yes” while 20% of them say “No”. So, It was decided to have an interview with these students who say “No” with this question and they admitted: “ I think I can understand 80% of my teacher’s lectures and I am satisfied with this method”. But, after a while, they said: “ But, if the new creative method make us feel excited and easily understand, I think it is acceptable”. To demand another studying method does not mean they dislike traditional one, but it means students hope to have new creative way to learn English better. Therefore, the researcher thought that applying shadowing method in studying English speaking for students is very necessary.

1.7. The awareness of students about the shadowing method

Question 7: Have you ever heard about “shadowing” method ?

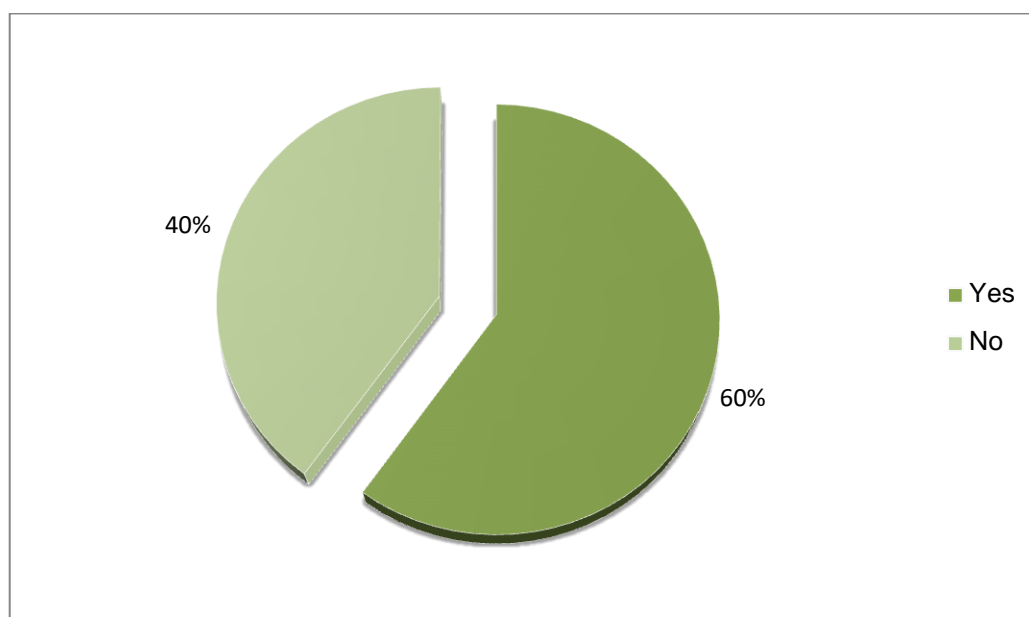


Chart 7: The awareness of students of the shadowing method

This pie chart demonstrates students’ awareness of the shadowing method in practicing speaking. Overall, it is clear that there is little different proportion between the number of students who know about shadowing method , and students who unaware of it. Over half of the students (60%) have heard about the shadowing method in speaking practice, whereas the rest have no idea about it. Thereby, the shadowing method is a quite new method with nearly half of students; they have not been introduced this term in class.

1.8. Level of the frequency of students practice shadowing method

Question 8: How often do you practice with shadowing method ?

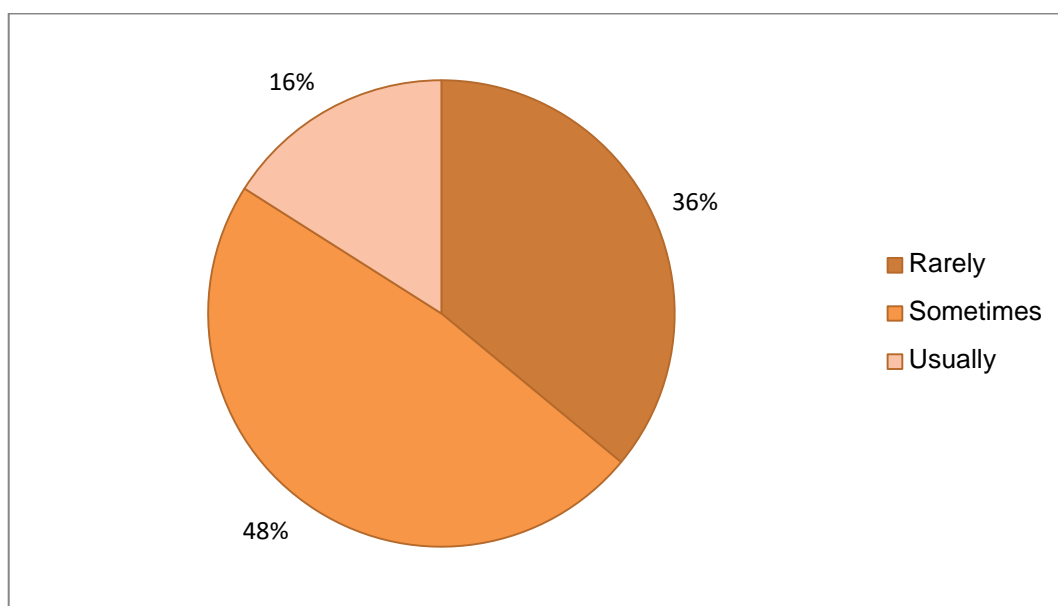


Chart 8: Level of the frequency of students practice shadowing method

This pie chart illustrates how often do the students, who come from the first-year majors and know about shadowing method, practice speaking with it before joining in the research. As can be seen, half of the participants (48%) sometimes apply it in their daily exercise, and only a few students (16%) usually use it in to practice speaking. In this question, the number of students chose sometimes occupy 48% of the answer, especially high. More than a quarter (36%) of participants rarely use it in their practicing. However, there still have a few students usually apply it in daily life, accounting for 16%. Although over half of the students know this method, only a few students are conscious of applying it in their daily practice speaking English. It can be figured out that they need to know an appropriate way to practice with this method and understand clearly about the essential of shadowing.

1.9. Students' attitudes towards the effects of shadowing method in practicing speaking

Question 9: How do you feel about the effects of shadowing method in practicing speaking ?

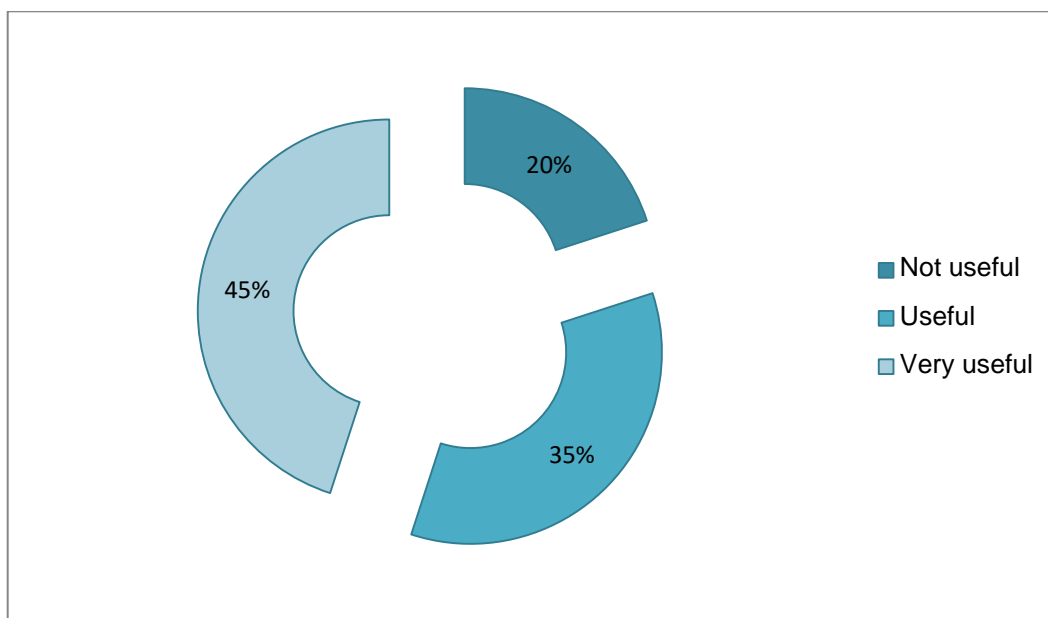


Chart 9: Students' attitudes towards the effects of shadowing method in practicing speaking

This chart displays students' opinions about the essential of shadowing in developing speaking skill. It is noticeable that 80% of students admit that the shadowing method is very useful or useful with their speaking improvement. This result is out of my expectation. As shadowing is a strange method, it was forecasted that participants would refuse the use of it when they practice with it. Surprisingly, this consequence gives the author motivation to believe that shadowing is effect with students' speaking abilities. 20% of them feel the shadowing is not useful. Maybe, they found a useful new method for themselves or they have no idea when answer my question.

1.10. The result from students want to continue practice with shadowing method

Question 10: Do you want to continue practicing shadowing method?

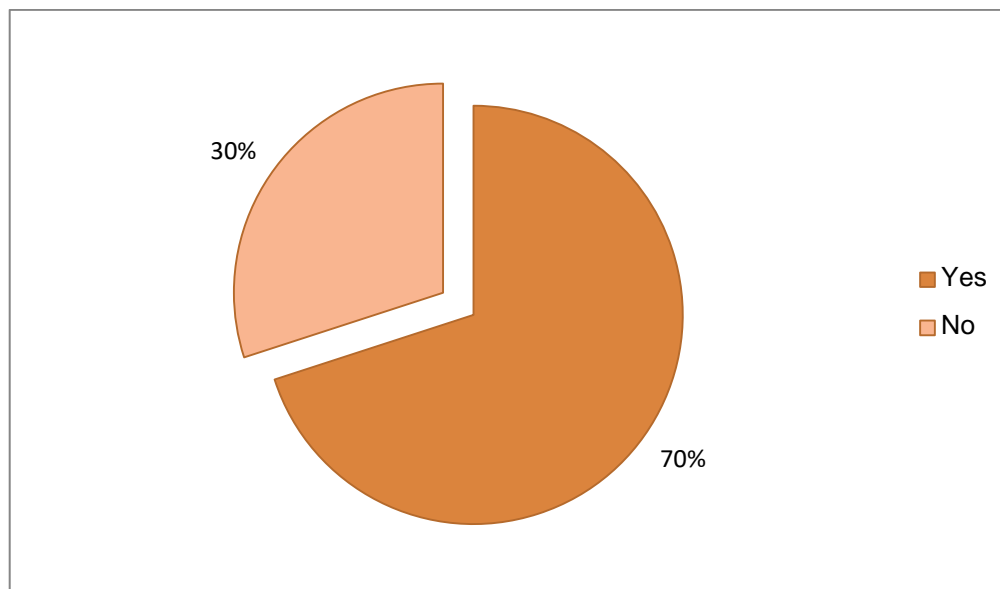


Chart 10: Students want to continue practice with shadowing method

The pie chart depicts students admission to keep practice shadowing in the future. It is obviously showed that 70% of students want to continue using such a method in their future practice to enhance their English speaking abilities.

It is undeniable that participants get the development of their speaking skill when practicing with shadowing in such aspects as pronunciation, vocabulary, and fluency ,... 30% of them don't want to continue with shadowing method. Maybe, they found a other method suitable for themselves.

2. Students' self-evaluation of their improvement after practicing shadowing method

Question 1: 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
- My vocabulary and background knowledge is enlarged

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) agrue 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 said are also improved. Also, they can fastly memorize the content; it helps them with listening comprehension. “ I believe that this method also helps me with my listening is also enhanced. In the past, I could not even clearly listen to a sentences. Now, I can follow what the speaker said to catch the ideas”. Most of them recognize the effectiveness of shadowing in developing their speaking abilities.

3. Some difficulties faced by first-year English majors when practicing the shadowing method and some suggested solutions.

Question 2: 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. "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 3: What are the difficulties that you have experienced when practicing shadowing method?

These are some comments from the first year English students:

- I missed some sounds, words, phrases
- 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 tend 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 heard.

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.

4. Summary

To summarize, this research aimed to find out some common mistakes in speaking skill, the awareness of shadowing method and several difficulties faced along with the speaking improvement after practicing shadowing of first year English majors in Hai Phong Management and Technology University. The research questions are answered by collecting data from the questionnaires and the interviews.

This small-scale study shows that first year English majors usually met some mistakes when speaking English. Three main mistakes are lack of vocabulary, overusing mother-tongue in class, and unconfident to talk. After investigation, over half of the students are aware of the shadowing method; however, they hardly use it to practice speaking. After practicing shadowing method, the students recognize the effectiveness of shadowing in speaking, such as improving their pronunciation, speaking fluently, and gaining more knowledge.

Last but not least, most of the students want to continue to use shadowing to practice their speaking skill in the future.

PART C :

CONCLUSIONS

1. Conclusion

In conclusion, learning English speaking through shadowing method for first year English majors is very important. Basing on exploring the reality of current teaching and learning English in Haiphong Management and Technology University of first year English majors I have already had a look into their attitudes toward learning English speaking. This research is hoped to provide students the other way to enhance their speaking performances. Moreover, the difficulties and the solutions are mentioned in this study to aware students of their speaking problems, so they can figure it out and apply shadowing method to have appropriate solutions to proficiency English speaking skill. Besides, based on the results, teachers can consider their students' challenges to provide more solutions to help their learners surpass these difficulties in the learning process.

Thereby, teachers should deliberate about applying the shadowing method in class activities. In addition, the researcher expects that this study will play a reference role in helping students to find out a suitable self-study method to master their English speaking abilities.

To sum up, the study is the author's sincere thanks to Haiphong Management and Technology University and my beloved teachers in Foreign Language Department here. All I want is to help the later English major student generations improve their speaking skill in order to help them to gain success in the future more easily.

2. Limitations of the study

The author realizes that there still have unavoidable limitations in this study.

Firstly, because of the short time and the small scale of the study surveyed, these reason make it hard to conclude that shadowing is a useful method which can be applied to all students in the faculty.

On the other hand, the other restriction of this study is that the limitation of research's instruments. There are only two instruments which were used to collect data. Questionnaires and interviews might not give the accuracy responses of students' awareness of the shadowing method as well as their experience while practicing it. It is suggessted that during the stages of the research, researchers should spend more time to do more refections to get more benefits and better results.

3. Suggestions for further study

The research was conducted in the Foreign Languages Department at Hai Phong Management and Technology University with the small scale of participants, time limitations, and the restriction of instruments. It is suggested that future research should be done in a long period so that the results can be more reliable, and the authors may have a deeper insight of the effectiveness of shadowing method in students' speaking performances. Moreover, the size of the study should be enlarged with more participants of the Faculty from freshman to seniors. It will help the research findings be more general and objective in the difficulties and the solutions when practicing shadowing .

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APPENDIX: QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning English speaking. Its ultimate purpose is to improve your English speaking skill by shadowing method. Please do give your own opinions frankly!

Please, tick the answer that the best described your ideas and add final comments at the bottom of the sheet if you wish. I need your frank opinions about learning speaking English by shadowing to make them more relevant and interesting , as well as to meet your needs. Thank you for your cooperation!

1. How long you been learning English ?

- 0-1 year 2-5 years More than 5
years

2. Do you like learning English speaking ?

- Like very much Like Nomal
 Do not like Hate

3. In your opinion , how important is English speaking skill ?

- Very important Important Nomal
 Not very important Not important

4. How do you self - evaluate your speaking abilities at present?

- Elementary Pre - intermediate
 Intermediate Advance

5. What is your problems when communicating in English?

- Inhibitons (Worry about making mistakes, fearful off criticism, or shy)
 Nothing to say (Have no idea, or do not want to speak)
 Low or uneven participation (Do not have much time, do not have chances to practice in class)
 Mother-tongue use (Overuse Vietnamese in English class)

6. Do you want to have a new creative English studying method?

Yes No

7. Have you ever heard about “shadowing” method?

Yes No

8. How often do you practice with shadowing method ?

Rarely Sometimes Usually

9. How do you feel about the effects of shadowing method in practicing speaking after one month experience?

Rather useful Useful Very useful

10. Do you want to continue practicing shadowing method?

Yes No

★Please write down your comments here:

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

Your comments:

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

Your comments:

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

Your comments:

Thank you for your support !

APPENDIX : QUESTIONNAIRE FOR STUDENTS

(VIETNAMESE VERSION)

Các bạn thân mến,

Mục đích của bảng câu hỏi này là để biết về thái độ học của các bạn đối với việc học nói tiếng Anh. Mục đích cuối cùng là cải thiện kỹ năng nói tiếng Anh bằng phương pháp shadowing. Xin vui lòng đưa ra ý kiến thẳng thắn của bạn!

Xin 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. Tôi cần ý kiến thẳng thắn từ bạn về việc học nói tiếng Anh bằng phương pháp shadowing để cho nó phù hợp và thú vị hơn, cũng như đáp ứng nhu cầu của các bạn. Cảm ơn bạn đã hợp tác !

1. Bạn đã học tiếng Anh được bao lâu ?

0-1 năm

2-5 năm

Hơn 5 năm

2. Bạn có thích nói tiếng Anh không ?

Rất thích

Thích

Bình

thường

Không thích

Ghét

3 . Theo quan điểm của bạn, kỹ năng nói tiếng Anh có quan trọng không ?

Rất quan trọng

Quan trọng

Bình

thường

Không quan trọng lắm

Không quan trọng

4. Bạn đánh giá thế nào về khả năng nói tiếng Anh hiện tại của bạn ?

Sơ cấp

Tiền trung cấp

Trung cấp

Cao cấp

5. Vấn đề của bạn khi giao tiếp bằng tiếng Anh là gì ?

Sự hạn chế (lo lắng về việc sợ sai , sợ chỉ trích hoặc ngại ngùng)

Không có gì để nói (Không có ý kiến hoặc không muốn nói)

Sự tham gia kém hoặc không đồng đều (Không có nhiều thời gian, không có cơ hội thực hành trên lớp)

Sử dụng tiếng mẹ đẻ (Sử dụng quá nhiều tiếng Việt trong lớp tiếng Anh)

6. Bạn có muốn có một phương pháp học tiếng Anh mới sáng tạo không?

Có

Không

7. Bạn đã từng nghe nói về phương pháp học shadowing chưa ?

Rồi

Chưa

8. Bạn có thường xuyên luyện tập phương pháp shadowing không ?

Hiếm khi

Thỉnh thoảng

Luôn luôn

9. Bạn cảm thấy như thế nào về hiệu quả của việc luyện nói tiếng Anh bằng phương pháp shadowing ?

Khá hữu ích

Hữu ích

Rất hữu ích

10. Bạn có muốn tiếp tục luyện tập phương pháp shadowing không ?

Có

Không

★Xin vui lòng viết ý kiến của bạn vào đây:

1. Bạn đánh giá như thế nào về sự cải thiện của mình sau khi luyện tập phương pháp shadowing?

Ý kiến của bạn:

2. Khi sử dụng phương pháp shadowing, vấn đề có thể là gì?

Ý kiến của bạn:

3. Những khó khăn mà bạn đã trải qua khi thực hành shadowing là gì?

Ý kiến của bạn:

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