Combining SHADOWING TECHNIQUE & AUTHENTIC MATERIALS

To promote young learners’ phonological awareness

Nguyễn Hồng Oanh

Nguyễn Minh Trí
Introduction
Literature Review
Research Methodology
Results & Discussion
Conclusion
Promoting young learners’ phonological awareness

Shadowing Technique + Authentic Materials

Shado...henticMaterials 9/9/2019
Definition

• Young learners:
  • learners aged between five and twelve years old
  • in kindergarten and elementary schools

→ not universally applicable but acceptable in Vietnam’s context

(Cameron, 2001)
Definition

- Young learners:
  - 6 years old
  - Start of formal schooling
  - Upper age of 12
  - Significant cognitive and emotional changes

WHAT?

- Young learners: interpreted differently around the world
  - A child who is in their first six years of formal education, from the age of 6 to 12 (TKT Handbook for teachers).
How is teaching English to young learners different from teaching English to adults?

Similarities & Differences
How is teaching English to young learners different from teaching English to adults?

**WHAT?**

**Similarities**
- planning,
- teaching,
- classroom management,
- language proficiency

**same skills**

**aims of teaching**
- helping learners
  - to understand and communicate
  - to develop learning strategies which help them to learn independently
How is teaching English to young learners different from teaching English to adults?

**WHAT?**

**Differences**

1. still developing cognitively, linguistically, socially, emotionally & physically
2. often have **no obvious** reason for learning English
3. **not always** have well-developed literacy skills to support their learning of English
4. often learn **slowly** & forget **quickly**

**Definition**

ShadowingTechnique&AuthenticMaterials
Why teach English to young learners?

• positive early experiences of learning a foreign language may help young learners to
  • develop self-esteem and positive attitudes towards learning
  • apply more developed learning and cognitive skills to the more formal and abstract learning later on
  • learn values of tolerance, empathy and curiosity
  • gain more academic benefits
Why does phonological awareness of English matter?
Definition

WHAT?
SHADOWING ~ MIMICKING

- Also known as shadowing reading or shadowing listening.
- A technique in which language learners try to ‘speak along’ in time with an audio text.

Hamada (2018) illustrated the shadowing process as:

Time: 
Audio stimulus: Shadowing is not as easy as it seems.
Learners: Shadowing is not as easy as it seems.
Shadowing is repetition?

Hamada (2018) illustrated the REPETITION process as

Time: ................................................................. >

Audio stimulus: Shadowing is not as easy as...

Learners: Shadowing is not as easy as...
Repetition

NO pauses

SHADOWING TECHNIQUE

SHADOWING
Why use SHADOWING in language teaching?

• Initially developed as a training technique for simultaneous interpreters in Europe (Kurz, 1992)
• Effective in language learning
  • Intonation
  • Accents
  • Overall listening ability
Shadowing Technique

**Shadowing**
- Online task
  - Great attention to phonology of the language
    (Shiki, Mori, Kadota, & Yoshita, 2010)

**Repetition**
- Off-line task
  - More control on the output

This trains the phonological loop which comprises part of their working memory.

(Baddeley, 2007)
SHADOWING TECHNIQUE

Audio texts → Listening

Better speaking skills → Shadowing

Phonological loops → Audio texts

Shadowing Technique & Authentic Materials
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How is SHADOWING TECHNIQUE categorized?

Nicholson (1990)
- Phonemic shadowing
- Phrase shadowing
- Lag shadowing

Murphey’s classification
- in 1995
  - lecture shadowing,
  - reading shadowing,
  - conversational shadowing
- in 2001
  - Complete shadowing,
  - Selective shadowing,
  - Interactive shadowing

Can be used in language teaching and learning

Based on how much of the perceived messages are repeated
How is SHADOWING TECHNIQUE categorized?

Kadota and Tamai (2005),

• mumbling,
• synchronized reading,
• prosody shadowing,
• content shadowing

Shadowing technique is effective in

• improving bottom-up skills for language learners
• in developing and sharpening their communication skills
**ROLE OF AUTHENTIC MATERIALS**

- More exposure to genuineness and naturalness of the language and better contextualization in the native speakers’ contexts (Rogers and Medley, 1988)
- “real designed not for language students, but for speakers of the language in questions” (Harmer, 1991).
- to be identified by the time, people and locations (Wong, Kwok and Choi, 1995).
- spoken and written authentic texts produced in the course of genuine communication, not specially written for purposes of language teaching (Nunan, 1999).
What can be inferred from the development of authentic materials?

• These materials are used
  • in the target language country,
  • by the people inhabited in that country and in the current circumstances of utterance.
ROLE OF AUTHENTIC MATERIALS

How are authentic materials classified in ELT contexts?

• Authentic materials vary in types (Oura, 2001)
  • listening materials
  • visual materials
  • printed materials
  • relia or real-world objects
Why use authentic materials in ELT contexts?

• Authentic materials have positively affected students’ language acquisition (Berado, 2006)
  • More interaction with the real language and content rather than its form
  • Possible compensation for the imperfection of non-authentic materials such as textbooks
  • Learners’ improvement in self-satisfaction and motivation (Otte, 2006) and Thanajaro (2000)
Why use authentic materials in ELT contexts?

• Reasons for using authentic materials in educational contexts (Peacock (1997) as cited in Richard (2001))
  (1) preparation for real life;
  (2) learners’ necessary satisfaction;
  (3) source of positive motivation;
  (4) source of encouragement for teachers to adopt effective teaching methods;
  (5) authentic information about the culture of the target language.
SIGNIFICANCE OF PHONOLOGICAL AWARENESS IN COMMUNICATION

• sometime mistaken as phonemic awareness
  • Phonological awareness is the superordinate term which involves the awareness of different sound aspects of the language.
  • Phonemic awareness is more specific in that it is the ability to identify each phoneme, i.e. the smallest unit of speech in words

(Chapman, 2003).
SIGNIFICANCE OF PHONOLOGICAL AWARENESS IN COMMUNICATION

• Moat (2000) defined phonological awareness as “the conscious awareness that words are made up of segments of our own speech that are represented with letters in an alphabetic orthography”.

  ➔ children who successfully develop phonological awareness can identify and produce rhymes, match sounds to words, and break words into sound units.

  ➔ this ability can best predict the ease of early reading acquisition, which leads to better absorption of input information in longer term. Sensenbaugh (2000)
SIGNIFICANCE OF PHONOLOGICAL AWARENESS IN COMMUNICATION

• Phonological awareness deals with oral language that allows language learners to think the sounds in a word rather than just its meaning.
  ➔ “the ability to listen inside a word” (Fitzpatrick, )
  ➔ phonological awareness skills are the most highly correlated with beginning reading acquisition.
Research Question

What are the impacts of combining shadowing technique and authentic material on learners’ phonological awareness?
The study

• **Length**: a period of eight weeks

• **Participants**: a class of 40 young learners at grade 5 at an English center

• **Language proficiency**: ranged from A1 to A2 in Common European Framework for Reference.

• **Class time**: two days of the week and two lessons of two hours per day.

• **Instruments**: total of 20 videos and audio recordings adopted from authentic sources of Youtube whose contents were related to basic daily communication.

• **Method**: A combination of qualitative and quantitative approaches
The study

• Two tests were delivered:
  • in advance of the beginning
  • at the end of the course
• The previous teaching approach regularly adopted the recording
  • from textbooks or
  • authentic tests

→ With the new teaching technique focusing in articulation, learners could highly realize and memorize the similarities and differences of the phonetic components in practical communication.

• Absolutely modified
• For the purpose of test preparation (Cambridge YL tests)
STUDY’s LIMITATION

• The size of participant
• The limited time

The findings of this study are only applicable for similar teaching contexts of the investigation.
THANK YOU FOR YOUR ATTENTION!

Nguyễn Hồng Oanh
Phone: 0919 68 20 86
Email: oanhnh@buh.edu.vn

Nguyễn Minh Trí
Phone: 0904 913 012
Email: tringuyen.eling@gmail.com