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## METHODOLOGICAL ASPECTS OF IMPLEMENTING THE SHADOWING TECHNIQUE IN TEACHING ENGLISH

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**Abstract.** The article deals with the problem of determining the methodological aspects of implementing the shadowing technique in teaching English for improving student foreign language competence. The integration of Ukraine into the world economic field, getting education and highly paid job abroad, developing intercultural contacts of all social groups are today's realities and significantly expand the functions of a foreign language. Once being only an academic subject, now it has become the dominant sign of the modern educational system regarding the professional development of personality.

Thus, in order to achieve a professional level of knowledge of a foreign language, learners must be competent both in language vocabulary, grammar, and also in language styles and the main types of verbal and non-verbal means of communication. Besides, it is important to keep students' interest and motivation in learning a foreign language.

Such researchers as I. Bom, D. Jonson, A. Lypkina, T. Matis, S. Mishurovska, O. Popova, H. Selevko, L. Vashenko, K. Ushakova and others state that finding the right approach to form and keep motivation is the most important issue in modern theory and practice of teaching English. The advantages and disadvantages of using traditional and innovative methods in teaching foreign languages are considered by O. Baieva, I. Bekh, N. Martynova, L. Rubenstein, H. Shchukina, M. Sumarish, H. Onaha, O. Pometun, M. Tanaka and others. But the analysis of scientific papers determines the lack of complex studies of the highlighted issue and the need to implement the shadowing technique in teaching English.

The purpose of the study is to determine the methodological aspects of implementing the shadowing technique in teaching English and find out the advantages and disadvantages of this technique.

Modern requirements for the educational process determine new interactive conditions between a teacher and a student. In terms of studying foreign languages, lots of factors influence the mastery of language skills, the correct combination of which contributes to obtaining the most productive results and makes it possible to study the language in various aspects. The dominant position among these factors is occupied by the methods of teaching a foreign language. There are three main groups of methods for studying foreign languages: 1) humanistic (Total Physical Response, Silent Method, Community Language Learning (Counseling), Suggestopedia, etc.); 2) communicative (Situational Language Teaching (Oral Approach), Multiple Intelligence Approach, Neuro-Linguistic Programming, Lexical Syllabus, Competency-Based Language Teaching, Cooperative Language Learning, Content-Based Instruction, Task Based Language Learning, Drama and Theatre Approach, etc.); and 3) traditional (Direct Method (Natural Approach), Grammar Translation Method, Cognitive Code Method, Audio-Lingual Method, etc.).

In modern application of the Audio-Lingual method, it is relevant to use the shadowing technique, which instantly changes the passive aspect of activity to active one. This technique allows learners to develop listening comprehension skills, learn the foreign language grammar intuitively

and subconsciously, associate a sound image of a word with its spelling, acquire fluency in speech, enrich one's vocabulary, etc. As well, implementing the shadowing technique improves self-discipline and teaches students to study the language regularly; helps to absorb new information faster and improve memory through multiply and conscious repetition.

**Key words:** authentic educational material; innovative teaching methods; foreign language speech competence; motivation; shadowing technique; learning strategy; traditional teaching methods.

**Introduction.** Knowledge of a foreign language is a certain marker of the image of an educated person and a competitive advantage in various life situations in modern society. Almost everyone aspires to master foreign languages as a means of intercultural communication, which allows them to go on business and educational trips, take part in scientific and educational conferences, communicate with representatives of other cultures, and communicate with them in different areas of human activity. As well knowledge of foreign languages for the person's social adaptation in modern society is of great importance.

Changes in the fields of education, economics, medicine, politics and culture of Ukraine are largely associated with importance of a foreign language in modern life. The integration of Ukraine into the world economic field, getting education and highly paid work abroad, developing intercultural contacts of all age and social groups of the population are modern realities and significantly expand the functions of a foreign language. Being once only an academic subject, now it has become the dominant feature of the modern education system regarding the professional development of personality (Lobachova, 2019).

The Council of Europe has developed currently a directive to establish the Common European Framework of Reference for Languages, which aims to provide an assessment and a teaching method that is applicable to all European languages. Changes in the education system of Ukraine are aimed at development of competencies, independent work, mobility, diversified development and self-development of the individual, as well as the skills of self-education and self-realization, and lifelong learning.

Thus, in order to achieve a professional level of foreign language knowledge, learners must be competent both in language vocabulary, grammar, and as well as in language styles and the main types of verbal and non-verbal means of communication. Besides, it is important to keep students' interest and motivation in learning a foreign language.

Forming and developing interest is a complex process, therefore modern teaching technologies should be applied in foreign language classes that promote the active participation of each student, stimulate verbal communication, increase interest, and form a desire to learn a foreign language. Studying languages requires students to

be competent in the difference in the words' literal composition, the phonetic, lexical and grammatical aspects of the language, expressing one's own opinion in English, breaking down the psychological, linguistic and communicative barriers in intercommunication, knowledge of the life realities on a foreign country, acquiring new knowledge, and understanding linguistic and speech phenomena that do not exist in learner's native language, etc. As a result of such a language strain, students are less interested in learning a foreign language, and therefore, learning activity is diminished, that negatively affects motivation, which is the most important thing in successful language learning.

**Analysis of publications.** Such scientists as I. Bozhovych, Ye. Baronenko, O. Leontiev, N. Morozova, M. Sevik, I. Voitovych and others recognize interest for learning as the main thing in learning activity that stimulates and inspires knowledge. The problem to keep motivation in teaching foreign languages is investigated by A. Horbachenko, A. Lypkina, T. Matis, S. Mishurovska, T. Kharchenko, T. Ridel and others. Such researchers as I. Bom, D. Jonson, O. Popova, H. Selevko, L. Vashenko, K. Ushakova and others state that finding the right approach to form and keep motivation is the most important point in modern theory and practice of teaching English. The advantages and disadvantages of using traditional and innovative methods in teaching foreign languages are considered by O. Baieva, I. Bekh, N. Martynova, L. Rubenstein, H. Shchukina, M. Sumarish, H. Onaha, O. Pometun, M. Tanaka and others. But the analysis of scientific papers determines the lack of complex studies of the highlighted issue and the need to implement the shadowing technique in teaching English.

**Purpose.** The aim of the study is to determine the methodological aspects of implementing the shadowing technique in teaching English; characterize the available groups of methods in English teaching methodology; define the term "shadowing technique"; propose an indicative procedure for working with authentic audios and videos to improve student foreign language speech competence; find out the advantages and disadvantages of the shadowing technique.

**Results.** Modern requirements for the educational process determine new interactive conditions between a teacher and a student. These conditions should be comfortable for learning that contribute to the expansion of the student's cognitive abilities, discussion of problems, the ability to defend one's own opinion, the development of creative and communicative skills, scientific search for information, its systematization, analysis and synthesis, performing project activities, creating a personal growth strategy, etc. The creation of such conditions is influenced by the applied teaching methods, which both developing self-dependence, displaying

initiative, creative thinking, self-appraisal and increase the level of self-monitoring, and as well as effective mastery and transfer of knowledge.

It is stated that in selecting modern teaching methods, it's necessary to take into account the following criteria for the correspondence of methods:

1. Create a constructive, comfortable atmosphere to stimulate student's interest.
2. Affect the student's personality, including his/her emotions, feelings and sensations.
3. Activate the student in a way to become the primary person in the educational process and actively interact with other learners.
4. Teach students to work on learning a language by themselves.
5. Provide using different forms of work in classes: work in pairs, groups, individual and frontal work (Richards, Rodgers, 2001).

It is noted that in foreign language learning, lots of factors influence mastery of language skills, the correct combination of which helps to obtain the most productive results and makes it possible to study the language in various aspects. A dominant position among these factors is occupied by methods of teaching a foreign language.

Nowadays, there are three main groups of methods for studying foreign languages: humanistic, communicative and traditional.

The humanistic approach to teaching a foreign language is based on the humanistic direction in psychology. This approach is founded on students' thoughts, feelings and emotions in the learning process, as well as on cognitive processes that promote learning and provide knowledge of the world and self-knowledge (Richards, Rodgers, 2001). First of all, it is a set of measures integrating the variety of the best techniques accumulated by the "behavioral" and "cognitive" pedagogical schools, which is distinguished by its concentration on the personal development of the student. Its main purpose is to meet the needs of the learner, achieve a good emotional state and a friendly learning environment. The humanistic approach has led to the emergence of a number of new non-traditional teaching methods:

- *Total Physical Response*. Its important component is physical movement, which is a reaction to the received information. It develops the ideas of the Natural Method. Its essence lies in the fact that when teaching a foreign language it is necessary to imitate the process of mastering children's native language, which is acquired in parallel with the implementation of the corresponding physical actions. The main goal is to activate the brain in the learning process. As the learner studies a language, the instructions become more and more complex;

- *The Silent Method*. It depends on the fact that a teacher in learning a foreign language speaks in classes as little as possible just to encourage students to be more active and to control their studying. This way stresses learner's autonomy. Learning in

silence contributes to students' thinking and concentration when completing a task. The advantages of this method are to stimulate the students' self-dependence, form internal motivation and intensify the use of didactic materials in teaching. "This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement" (English Teaching Methods, 2018). According to this method students are encouraged to correct their own language mistakes;

- *Community Language Learning*. The method is based on a psychological theory, the essence of which is that a person needs the help of an adviser-psychologist, including in education. Progress depends on the involvement of students, as well as on independent work. This teaching approach is suitable for students who are very motivated and know what they want. Learners work together for developing language aspects they'd like to study. Community Language Learning is grounded on the Counseling approach where the teacher performs as a mentor. The method underscores the sense of community in learners' groups, motivates interaction as an engine for studying, considers students' feelings as a main thing, and recognizes breaking down difficulties in mastering a foreign language;

- *Suggestopedia*. Effectiveness of this method consists in revealing the reserves of memory, increasing intellectual activity of a person, developing positive emotions that relieve the feeling of fatigue and contribute to increasing motivation to learn, absorbing significant amount of learning materials and forming strong speech skills and abilities. Each Suggestopedia class is divided into three different phases: deciphering, concert session, and elaboration (English Teaching Methods, 2018).

In the scientific field, it is believed that the humanistic approach in learning has led to the emergence of the communicative approach. This approach means that the learner is at the center of training as a subject of educational activity, and the learning system involves the maximum consideration of the individual and psychological, age and national characteristics of the student's personality. The active character of training involves the organization of classes as a learning activity aimed at setting and solving the specific educational problem by students. This approach allows the student to improve language skills successfully and use them in communication as the development of communicative competence (Richards, Rodgers, 2001). The individual approach, characterizing this direction of training, makes it possible to endow with knowledge and skills students which are very different in perception and intellect. The communicative approach is represented by the following methods:

- *Competency-Based Language Teaching*. This method considers language as a means of interaction and communication of people who achieve the specific goal and task. Such training is useful in situations where students have extra language needs,

that is, they can determine what skills they need to fulfill the specific social or professional role and solve a certain problem;

- *Intercultural Education*. The aim of this approach is to acquire intercultural competence, which includes knowledge of a foreign language and culture. Communicative competence is connected with the cultural one, as it includes knowledge of the cultural features of the studied language. Within the intercultural approach, good knowledge of a foreign language is one of the conditions for intercultural activity (Richards, Rodgers, 2001);

- *Task Based Language Learning*. This learning method can help students to perform a specific task by placing them in a certain situation that exists in a real life, a situation where verbal communication is of fundamental importance. Much attention is given to the task itself, but not to the grammatical or lexical content. The goal is not to study the structure, but to perform the task with as few mistakes as possible. Within this approach learners are expected to apply their pre-existing knowledge of English and the language becomes a communication tool that aims to help students to cope with the task successfully (English Teaching Methods, 2018);

- *Content-Based Instruction*. This approach is suitable for developing linguistic abilities. Through training based on the content students can develop successfully language skills, becoming a broad-minded person with the correct perception of the world. Applying project work in classes based on the content-oriented approach allows teachers to create a productive learning atmosphere that requires the active participation of students, stimulates the development of higher thinking skills and enables students to be responsible for their own studying;

- *The Lexical Syllabus*. The basis of this approach is the thesis that the core of communicative competence is words and their combinations, which play a main role in the communication process. Grammar is studied within learned phrases in the given sentences. Thus, it focuses on vocabulary acquisition and much attention is given to authentic materials, and creating real life situations for learning;

- *Situational Language Teaching (The Oral Approach)*. It is grounded on a behaviorally conditioned theory based on learning through habit, and mainly refers to the process, not to the learning environment. The student is expected to apply the knowledge gained in the class in real life situations. Thus, all the words, collocations, and sentences have to rise up of a certain or imagined real situation. In this way, the meaning of words are close connected with the appropriate situations in which they are applied. The purpose of this method is to teach practical mastery of four basic language skills. Accuracy both in grammar and pronunciation is very important;

- *Cooperative Language Learning*. This activity provides an intensive collaboration of a students' group to achieve a meaningful goal for them, in which their

performance turn into initiative within the personality-oriented paradigm, that is based on the student-centered learning system. Every learner of the group contributes to the achievement of the aim and thereby acquires new knowledge (Taylor, 2018);

- *The Multiple Intelligence Approach*. The basis of this approach is the multidimensionality of human intelligence, which is often neglected in the learning process. According to this statement, the acquisition of knowledge differs from person to person, and the most effective approach to learning is one that can use these differences in its own interests, choosing those methods and ways that are most suitable and close to a particular type of intelligence. Such approach includes different intelligences, namely verbal-linguistic, mathematical-logical, visual-spatial, musical-rhythmic, naturalistic, interpersonal, intrapersonal, bodily-kinesthetic, and existential (Herndon, 2018);

- *Neuro-Linguistic Programming*. This is a system of highly effective tools that help students to achieve their goals. The essence of the method reflects its name. “Neuro” refers to our perception of the world through senses and how this experience is presented through neurological processes. There are six modalities that help learners to perceive information: visual remembered and constructed, auditory remembered and constructed, auditory digital, and kinaesthetic. The linguistic part of the approach demonstrates the importance of speech in organizing and structuring our experience. The word “programming” indicates how we train ourselves to think, speak and act in accordance with new and better ways to realize our full potential. Within this approach foreign language learners can distort given information into understandable and learnable forms. This activity is both negative (it provides mistakes and confusion), and positive (it contributes to educability and motivation) (Richards, Rodgers, 2001);

- *The Drama and Theatre Approach*. Acting a dialogue is the main technique in learning and focuses on creating small scenes. This activity is performed in pairs and emphasizes the importance of modeling a situation. The teacher puts the task, which consists of written instructions regarding the role that students should play, improvising on the basis of their own experience. Thus, learners’ bodies, minds, feelings, and emotions are highly active being absorbed in the drama.

It is noted that traditional teaching methods, which are aimed at a systematic study of grammar, phonetics and vocabulary of the language, include innovative techniques inspired by the challenges of the times:

- *The Direct Method*. It is also called the Natural Method. It is based on the fact that a foreign language should be taught according to the same principles as the native language. This frees students from stress or anxiety and creates a positive attitude towards learning foreign languages. The purpose of the method is to communicate in a foreign language and the emphasis is on the correct pronunciation and grammatical

accuracy. This method involves the direct participation of native speakers. A distinguishing feature of the method is the ban on using the native language. It is applied to teach lots of foreign languages, and the main aspect of this method is using the target language that students are trying to learn (English Teaching Methods, 2018);

- *The Grammar Translation Method*. The main goal of this method is to master the grammar and vocabulary for the ability to work with a written text in a foreign language. The best way to achieve this purpose is to translate and do grammatical analysis of the text taking into account the learner's needs and the level of training;

- *The Cognitive Code Method*. This method works by the principle of trial and mistakes, as opposed to the Audio-Lingual Method, in which, through multiply repetition, learners try to avoid possible mistakes in the language structures. Mistakes in the learning process are welcomed, because they are proof of the student's work, and are corrected by additional explanations and grammatical comments. The Cognitive Method is one of the most effective traditional teaching methods, because it enables students to create language structures, thereby becoming an active person in the learning process, and the role of the teacher is to guide and give supplemental explanations (Taylor, 2018);

- *The Audio-Lingual Method*. It is also known as the New Key Method. The goal of this method is to master the speech by constantly repeating and memorizing the grammatical and phraseological structures of the language spoken by the teacher or listened to the authentic audios or videos without any analysis and additional explanation. It is noted that the target language is only used. The Audio-Lingual Method focuses on teaching both vocabulary and specific grammar learning. It is believed that the process of passive memorization deprives the student to be an active participant in the educational process. So, it is one of the main disadvantages of this method.

Currently applying the Audio-Lingual Method it is relevant to use the shadowing technique, which instantly changes the passive aspect of activity into active one.

It is noted that the shadowing technique is based on listening to the authentic audios and at the same time trying to repeat it aloud, as close as possible to the original, namely to follow it like a shadow. This technique allows learners to develop listening comprehension skills, learn the grammar of a language intuitively and subconsciously, associate a sound image of a word with its spelling, acquire free speech skills (natural and fluency sounding), expand vocabulary, etc. (Shadowing: A New Way to Improve Fluency at C2 Level, 2018).

The use of authentic materials in this technique is important thing. It helps to increase communicative and cognitive motivation, forms linguistic country studying

and intercultural competence, positively affects the students' personal and emotional state, and provides the opportunity for simultaneous appeal to the language and culture.

It should be noted that the language presented in authentic materials acts as a means of real communication, reflects the features of the language functioning and the real language picture, that is necessary for practical mastery of a foreign language: for the exchange of experience and scientific achievements with other members of the global professional community, for publications in foreign scientific publishing houses and participation in international conferences, and using foreign language primary sources in scientific activity, etc.

Practicians emphasize that it is worth implementing the shadowing technique when students begin to study pronunciation (Hamada, 2018). It will help them, having received a theoretical base on English phonetics, to practice it and learners will be able to distinguish the sound of the words *men* and *man*.

In the scientific research it is offered to organize the work with applying the shadowing technique in this way:

1. Listen to the audio or watch the video several times.
2. Read the text of the audio or subtitles to the watched video.
3. Work out the lexical content of the audio / video, paying attention to phrases and semantic units.
4. Characterize the grammatical constructions, picking up one's own examples. The learner just needs to understand why a certain grammatical construction is used in a certain sentence.
5. Listen to the audio / video again. At this stage, it should be completely understandable to learners.
6. Read the text of the audio or subtitles to the watched video again without relying on the audio material.
7. Try to imitate the intonation, rhythm and pronunciation of the native speaker.
8. Write down the heard text. It provides better memorization and improves writing skills.
9. Listen to the audio / video several times, continuing to pronounce the text simultaneously with the native speaker. This step is repeated until the text is completely memorized.
10. At the final stage, read the text by heart and without relying on the audio. Reproduce pronunciation features, emotional aspect of speech, gestures, etc. Repeat the necessary steps (Yurchak, 2018).

It is determined that successful implementing the shadowing technique depends on how many different channels are involved for mastering the language. Within this technique the language is perceived aurally and visually, and at the same time the

learner reproduces it (Ottinger, 2019). The student does not have time to translate, he actually thinks in the target language, does not make mistakes, because there is the imitation of the real native speaker.

This technique helps to master language skills through regularity and repetition of learning materials. Even in this case, the shadowing technique arouses students' interest and carries a motivational aspect, because every day learners receive a new material and repeat the previous one. Thus, every time, immersing in the language, they master it on a new deeper level. Practitioners determine such levels:

1. The level of physiology. Listening and repeating new sounds, a student gets used to them and tries to distinguish separate sentences, expressions, and words.

2. A level of understanding the general meaning. Learning begins at this moment and the brain, understanding the language, masters it.

3. The level of refinement of details and the connection of the meaning of the heard information with the text. At this level, the learner distinguishes words and sounds which were previously not distinguishable in the speech flow, works out some aspects of pronunciation, compares the words with their spelling.

4. The level of conscious analysis. At this level, the student concentrates independently on the interested moments, that is, at a comfortable pace the learner recognizes the details, masters new grammatical constructions.

5. The level of motility. The student improves writing skills, practicing writing the listened text (Sumarish, 2017).

Thus, a positive aspect in the application of the shadowing technique is improving student foreign language competence through the consolidation of active and passive practice.

**Conclusion.** Language practice shows that over the past decades of developing foreign language teaching methodology, many new effective methods and approaches in language teaching have appeared. Thus, it is marked implementing the humanistic (Total Physical Response, Silent Method, Counseling and Community Language Learning, Suggestopedia, etc.), communicative (Situational Language Teaching (Oral Approach), Multiple Intelligence Approach, Neuro-Linguistic Programming, Lexical Syllabus, Competency-Based Language Teaching, Cooperative Language Learning, Content-Based Instruction, Task Based Language Learning, Drama and Theatre Approach, etc.), and traditional (Direct Method (Natural Approach), Grammar Translation Method, Cognitive Code Method, Audio-Lingual Method, etc.) methods into practice.

The considered approaches of learning foreign languages include advanced teaching methods and techniques that activate the learning process. So, at the current stage of applying the Audio-Lingual Method, it is relevant to use the shadowing

technique, that changes instantly a passive state of activity into an active one. When studying English in the described way, a student, receiving a huge amount of information, is able to master it easily, because several centers of perception are connected to learn the material. With regular studying educational authentic audios or videos according to the proposed stages of work, students will be able to develop skills in a complex (pronunciation, vocabulary, grammar, reading, listening and writing); learn to perceive the original language without using translation; pay attention to pronunciation and intonation, and get rid of their main mistakes in these aspects; increase speech fluency due to passive speaking. As well, applying the shadowing technique improves self-discipline and teaches students to study the foreign language regularly; helps to absorb new information much faster and improve memory through multiply and conscious repetition.

In subsequent articles, it is planned to study the impact of training with TED talks videos for improving student foreign language speech competence.

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#### МЕТОДИЧНІ АСПЕКТИ ЗАСТОСУВАННЯ ТЕХНІКИ SHADOWING У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ

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**Анотація.** У статті визначено методологічні аспекти застосування техніки shadowing у навчанні англійської мови для вдосконалення іншомовної мовленнєвої компетентності студентів. З'ясовано, що сучасні вимоги до освітнього процесу зумовлюють нові умови інтерактиву між викладачем і студентом, що сприяє розширенню пізнавальних здібностей, розвитку творчих і комунікативних навичок, науковому пошуку інформації, її систематизації, аналізу і синтезу, веденню проєктної діяльності, створенню стратегії особистісного зростання тощо. На створення таких умов впливають методи навчання, які не лише стають підґрунтям для розвитку інтересу, мотивації, самостійності, ініціативності, самооцінки і підвищення рівня самоконтролю, а й для ефективного засвоєння і передачі знань.

Науковці (І. Бом, Д. Джонсон, А. Липкіна, Т. Матіс, С. Мішуровська, О. Попова, Г. Селевко, Л. Вашенко, К. Ушакова та ін.) стверджують, що знайти правильний підхід до формування та збереження мотивації – це найважливіше питання в сучасній теорії та практиці викладання англійської мови. Переваги та недоліки використання традиційних та інноваційних методів у навчанні іноземних мов розглядають О. Баєва, І. Бех, Н. Мартинова, Л. Рубенштейн, Г. Щукіна, М. Сумаріш, Г. Онаха, О. Пометун, М. Танака та ін.

Мета статті – визначити методологічні аспекти впровадження техніки shadowing у навчання англійської мови та з'ясувати її переваги і недоліки.

У розвідці окреслено, що в плані вивчення іноземних мов на оволодіння іншомовними навичками впливає безліч факторів, правильне поєднання яких сприяє отриманню найбільш продуктивних результатів і дає можливість вивчити мову в різних аспектах. Домінантну позицію серед цих чинників займають методи навчання (гуманістичні, комунікативно-діяльнісні, традиційні). З'ясовано, що на сучасному етапі застосування аудіолінгвального методу актуальним є залучення техніки shadowing, яка змінює пасивний аспект діяльності на активний і дозволяє студентам розвивати навички аудіювання, інтуїтивно та підсвідомо засвоювати граматику іноземної мови, збагачувати словниковий запас, бути спроможними до вільного використання мови в різних життєвих ситуаціях спілкування, покращує самодисципліну, допомагає швидше засвоювати нову інформацію тощо.

**Ключові слова:** аутентичний навчальний матеріал; інноваційні методи навчання; іншомовна мовленнєва компетентність; мотивація; техніка shadowing; стратегія навчання; традиційні методи навчання.

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