



Malika ZAFAROVA,
O'zbekiston Milliy universiteti tadqiqodchisi
E-mail: zafarovamalika72@gmail.com

O'zMU dotsent F.Axrarova taqrizi asosida

TIL O'RGATISH VA O'RGANISH JARAYONLARIDA «SHADOWING» (SOYA) METODINING SAMARALARI

Аннотация

Ma'lumki, hozirgi kunda zamonaviy tilshunoslikda til o'qitishni va tilni o'rganishni osonlashtirish uchun juda ko'plab yangi metodlar fanga tadbiiq qilinmoqda. Bularning samarasi sifatida yoshlarning til o'rganishdagi qiyinchiliklari oldingiga qaraganda ancha kamayganini ko'rishimiz mumkin. Mazkur maqolada ham shu kabi til o'qitish va o'rganishdagi bir qancha samarali metod hisoblangan "shadowing" metodi haqida nazariy fikrlar yuritiladi. Bu metoddan foydalaish usullari haqida ma'lumot beriladi.

Kalit so'zlar: "shadowing", til o'qitish, til o'rganish, ravonlik, intonatsiya, eshitish qobiliyati, gapirish qobiliyati, metod, metodika, nutq.

ПРЕИМУЩЕСТВА МЕТОДА «SHADOWING» (ТЕНЕВОГО ПОВТОРА) В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ЯЗЫКА

Аннотация

Известно, что в современной лингвистике применяется множество новых методов для облегчения преподавания и изучения языка. В результате этого мы видим, что трудности молодежи в изучении языка уменьшились гораздо больше, чем раньше. В данной статье представлены теоретические размышления о методе «слежения», который считается одним из наиболее эффективных методов преподавания и изучения языка. Предоставляется информация о том, как использовать этот метод.

Ключевые слова: «шадовинг», преподавание языка, изучение языка, беглость речи, интонация, умение слушать, умение говорить, метод, методика, речь.

THE BENEFITS OF SHADOWING METHOD IN LANGUAGE TEACHING AND LEARNING

Annotation

It is known that many new methods are being applied in modern linguistics to facilitate language teaching and learning. As a result of this, we can see that the difficulties of young people in learning the language have decreased much more than before. In this article, there are theoretical thoughts about the "shadowing" method, which is considered to be one of the most effective methods of language teaching and learning. Information on how to use this method is provided.

Key words: "shadowing", language teaching, language learning, fluency, intonation, listening ability, speaking ability, method, methodology, speech.

The Shadowing Technique is a language learning method designed to improve various aspects of language skills, including pronunciation, intonation, rhythm, and overall fluency. It involves listening to a native speaker and simultaneously repeating what they say with a slight delay, typically a few seconds. This technique is particularly useful for learners who want to enhance their spoken language abilities.

The shadowing method (from the word shadow) was invented by the American linguist and polyglot Alexander Arguelles. The idea is simple: you need to listen to audio with foreign speech and repeat it out loud - as close to the original as possible. Thus, you follow the wearer like a shadow. Then everything depends on the time you devote to practice.

Shadowing is a pronunciation practice technique that has been around for many years. It is a little bit like a listen and repeat exercise, but rather than having learners hear a model speaker and then repeat what they heard afterwards, learners are encouraged to follow the speaker as closely as possible with only a very short delay. This means that the model speaker and the learner will be speaking at the same time. Learners are usually encouraged to mimic the speaker's speech style as much as possible, using the same rhythm, stress, intonation, etc. Interestingly, shadowing for language learning was first popularized in Japan, where it was already being used as a (somewhat controversial) technique for training simultaneous interpreters [1]. Shadowing shares some properties with mirroring, and these two terms are sometimes used interchangeably, although they are quite distinct techniques. Mirroring includes imitation of physical gestures and does not require simultaneous production of speech [5].

Under the name Shadowing Speech, the shadowing method—also referred to as the parody speech technique—was created in the late 1950s. This strategy is thought to be among the

most effective in helping pupils improve their speaking talents in all domains, including rhythm, prosody, and pronunciation. This method helps students develop their vocabulary, their communication skills, their understanding of sentence structures, and their sense of autonomy in the learning process all at the same time.

Even though this technique has been used for a long time, it has only been in the last decade that it has attracted attention from researchers. While more research is needed fully understand how shadowing affects pronunciation, the research that has been conducted to date has been promising, showing improvements in different aspects of pronunciation [1], [3], [6]. Shadowing has also been shown to improve overall comprehensibility [2]. Furthermore, several studies have demonstrated that shadowing can enhance learners' listening comprehension [1]. In terms of practicality, shadowing has a number of benefits for both instructors and students. First, shadowing allows students to practice many features of pronunciation at the same time. This makes it a good activity in class where students' pronunciation difficulties differ. It also works very well as a homework activity with minimal preparation needed on the part of the instructor.

One concern teachers may have is that shadowing could be boring and repetitive for learners. It sounds dangerously similar to audiolingualism and it has been argued that shadowing is merely "vocalized repetitions and only results in meaningless parrot-like practice" [1]. However, studies investigating learners' opinions about shadowing have found that, while not everyone loves it, most students feel positive about doing shadowing activities and feel that it is beneficial for their pronunciation [1]. In a study by Foote, 16 language learners practiced shadowing outside of class for 8 weeks. They had to practice 4 times a week for at least 10 minutes each time. The participants were asked

about their overall opinions using 9-point scales. In response to "How much do you like the shadowing activity?" participants rated it at 7.6 out of 9 on average (where 9 equals a positive response), and in response to the question "How much do you think it is helping your pronunciation?" they rated shadowing at 7.5. [2].

There are many ways that shadowing can be used in or outside of class. Here are some tips for making it effective and relevant for learners.

1) Have students record themselves while practicing. The instructor can then use the recordings to give them feedback, to have them analyze their own errors, or to have them work in groups to give feedback.

2) Choose speech models that are appropriate for the students. In an EAP class, instructors may want to have students work with a more formal presentation, such as shadowing part of a TED Talk. For low level learners, choose recordings that are simple and not too fast, while for high proficiency students, clips from TV shows or movies may be appropriate. Students can also be assigned dialogues to shadow and then act out as a role play. Meyers [5; 43-48] advocates having students choose their own speech models (high proficiency and highly comprehensible non-native speakers are good choices).

3) The shadowing stimulus should not be too long. By giving students clips that are reasonably short (1-3 minutes) they can practice repeatedly and work to improve their performance each time.

4) Provide scripts for students to make it easier for them to follow along with the speaker.

5) If shadowing is assigned as homework, demonstrate how to shadow a speech model in class, and have students practice in class at least once. Students can then hand in their recording homework, or perform shadowing in class without the speech stimulus playing.

6) Encourage learners to mimic the speaker as closely as possible. If they are simply saying the words, it is less likely to be helpful. They should attend closely to the pronunciation of the speaker.

Shadowing is a very adaptable activity and can work with a wide range of learners. It is also a good activity to suggest to learners who ask for extra help with their pronunciation.

Based on the above-mentioned classification of shadowing provided by an unidentified writer, the researcher concluded that full shadowing and slash shadowing are the sorts of shadowing that deal with speed. When someone engages in full shadowing, they listen intently and repeat the speaker's words without pausing; when someone engages in slash shadowing, they repeat the speaker's words directly but pausing. However, shadowing can be divided into two categories: direct shadowing and indirect shadowing, depending on the use of scripts. Indirect shadowing involves the listener listening to the speaker and repeating what they hear without consulting the script, whereas direct shadowing involves the listener listening to the speaker and repeating what they hear while consulting the script.

A few specialists discuss what they believe to be the definition of the shadowing technique. As "shadowing" necessitates proficiency in both speaking and listening, Yajima notes that "shadowing was originally developed as a training technique for simultaneous interpreting in Europe and has gained much interest among language educators in improving the listening and speaking competence of learners". That indicates that one training method that language educators have found useful for enhancing students' speaking and listening skills is shadowing.

There are various categories under which shadowing falls. Murphey states in Adachi (1997) that shadowing comes in different forms [11]. For instance, "lecture shadowing" is the practice of hearing a lecture and mentally following the speaker. When a person engages in "reading shadowing", their companion shadows them while they read a chapter. "Conversational shadowing" refers to dialogue in which participants silently observe one another. "Complete/listening shadowing" means

following along with every word that is said by the speaker. Lastly, "interactive shadowing" mimics a realistic discussion by adding questions or remarks along with specific facts. Shadowing can take place either silently or vocally, with the exception of lectures. The students' participation in the activity is the shadowing program's greatest benefit.

Here's a step-by-step guide on how to use the Shadowing Technique:

1. Choose Audio Material: Select audio materials that match your language proficiency level. This could be recordings of native speakers, podcasts, audiobooks, or language learning materials.

2. Listen Actively: Focus on the speaker's pronunciation, intonation, rhythm, and pacing. Pay attention to the natural flow of the language.

3. Repeat Aloud: As you listen, repeat the words and sentences aloud, trying to mimic the speaker's tone and rhythm. Aim to reproduce the sounds as accurately as possible.

4. Use Short Delays: Keep a short delay between the native speaker's words and your repetition. This delay allows you to process the information and imitate the pronunciation effectively.

5. Focus on Prosody: Prosody refers to the rhythm, stress, and intonation of speech. Pay close attention to these elements and try to replicate them in your repetitions.

6. Repeat Multiple Times: Practice each section multiple times. Repetition is key to reinforcing the correct pronunciation and internalizing the patterns of the language.

7. Gradually Increase Difficulty: Start with shorter and simpler sentences, and gradually progress to more complex ones as you become more comfortable. This helps to challenge and improve your language skills over time.

8. Record Yourself: Consider recording your shadowing sessions. Listening to your own pronunciation can provide valuable feedback and help you identify areas for improvement.

9. Regular Practice: Consistency is crucial. Incorporate shadowing into your regular language learning routine to see continuous improvement.

The Shadowing Technique is especially beneficial for improving spoken language skills, and it can be a dynamic and engaging way to enhance your overall language proficiency.

The Shadowing Technique in language learning offers several benefits, making it a valuable tool for learners looking to improve their speaking and listening skills. Here are some of the advantages of using the Shadowing Technique:

Improves Pronunciation: Shadowing helps learners mimic native speakers' pronunciation, allowing them to focus on the correct sounds and intonation of the language.

Enhances Listening Skills: By actively listening to native speakers and reproducing their speech, learners improve their ability to understand spoken language, including nuances in intonation and rhythm.

Develops Spoken Fluency: Regular practice with the Shadowing Technique helps learners speak more fluidly and naturally, reducing pauses and hesitations in their speech.

Builds Confidence: The repetitive nature of shadowing allows learners to build confidence in their speaking abilities. As they successfully imitate native speakers, they gain a sense of accomplishment.

Internalizes Language Patterns: Through repetition, learners internalize common language patterns, making it easier for them to express themselves using natural and idiomatic language.

Enhances Prosody: Prosody, including stress, rhythm, and intonation, is a crucial aspect of spoken language. Shadowing helps learners develop a better understanding and command of prosodic features.

Cognitive Engagement: Actively engaging with spoken language during shadowing sessions stimulates cognitive processes, reinforcing vocabulary, grammar, and pronunciation.

Cultural Awareness: Listening to native speakers during shadowing exposes learners to the cultural nuances of the

language, helping them understand not only how words are pronounced but also how they are used in context.

Adaptable to Various Materials: The Shadowing Technique can be applied to a variety of audio materials, including podcasts, movies, audiobooks, and language learning resources, making it adaptable to different learning preferences.

Dynamic Learning Experience: Shadowing is an interactive and dynamic language learning method that keeps learners engaged, providing a more enjoyable and effective learning experience.

Incremental Improvement: Regular practice with the Shadowing Technique allows for incremental improvement over

time. As learners become more comfortable with the technique, they can gradually tackle more challenging materials.

Overall, the Shadowing Technique is a versatile and powerful tool that can significantly contribute to the development of effective communication skills in a foreign language.

Stated differently, it is imperative that the language instructor instructs the pupils on the use of English vocabulary. The teacher instructs the students in producing emphasis, rhythm, and intonation in addition to sound. In order to ensure that the teaching process runs well, the instructor then concentrates on the goals of teaching speaking. When learning to speak in English, students must mimic the proper pronunciation of the language.

REFERENCES

1. Bovee, N. & Stewart, J. (2009). The utility of shadowing. In A.M. Stoke (Ed.), *JALT 2008 Conference Proceedings*. Tokyo: JALT.
2. Foote, J.A. & McDonough, K. (2017). Using shadowing with mobile technology to improve L2 pronunciation. *Journal of Second Language Pronunciation*, 3, 34–56.
3. Hamada, H. (2014). The effectiveness of pre- and post-shadowing in improving listening comprehension skills. *The Language Teacher*, 38, 3-10.
4. Hsieh, K-T., Dong, D-A., & Wang, L-Y. (2013) A preliminary study of applying shadowing technique to English intonation instruction. *Taiwan Journal of Linguistics*, 11, 43-66.
5. Meyers, C. M. (2013). Mirroring project update: Intelligible accented speakers as pronunciation models. *TESOL Video News: The Newsletter of the Video and Digital Media Interest Section*. Retrieved from <http://newsmanager.commpartners.com/tesolvdms/issues/2013-07-27/6.html>.
6. Mori, Y. (2011). Shadowing with Oral Reading: Effects of Combined Training on the Improvement of Japanese EFL Learners' Prosody. *Language Education & Technology*, 48, 1-22.
7. Brown, A. (1992). *Approaches to Pronunciation Teaching (Vol. 2)*. Macmillan Publishers Limited.
8. Carney, Edward. (1994). *A Survey of English Spelling*. Routledge.
9. Gilbert, Judy. (2000). *Clear Speech from the Start*. Cambridge University Press.
10. Katamba, F. (1989). *An introduction to phonology*. London; New York: Longman.
11. Murphey, T. (2001). Exploring conversational shadowing. *Language Teaching Research*, 5(2), 128–155.