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A Study on the Effectiveness of Shadowing Technique for Beginning-Level EFL Learners

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The importance of word stress in language learning has been widely recognized, as it contributes to effective communication and comprehension. However, previous studies have primarily focused on how the shadowing technique aids in improving listening and speaking skills. This study aims to measure improvement in word stress among beginning-level EFL learners using shadowing technique and explore their perceptions towards this approach.

A total of 20 Taiwanese participants were involved in this study and underwent a three-week practice period. The participants'performance and perceptions were evaluated through a pretest, posttest, and a survey. Additionally, the effectiveness of the pedagogical treatment was assessed using a pair-sample T-test.

The results reveal that there was a significant difference between the pretest and posttest, suggesting that students made significant progress in their word stress after the treatment. Additionally, a majority of participants exhibited a positive perception towards the shadowing technique. These findings have important implications for EFL language teachers, providing them with valuable insights into the application of the shadowing technique for both beginning-level learners and those at higher levels.

Online Profile

Biography

Primary author: TAN, Vo Duy (National Kaohsiung University of Science and Technology)

Presenter: TAN, Vo Duy (National Kaohsiung University of Science and Technology)

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