



An Analysis of Interactive Shadowing

Nguyen Thi Buu Tran ¹, Nguyen Thi Thanh Van ²

¹Navy English Center, Dong Nai, Vietnam.

²Faculty of Foreign Languages, Dong Nai Technology University, Dong Nai, Vietnam.

ABSTRACT: Research has shown that shadowing, a technique originally used in interpretation training, is an effective approach to enhance interactions between interlocutors. This study focused on how interactive shadowing fostered the interactions between two interlocutors (participants). It also studied participants' perceptions of selective shadowing techniques. The participants were two undergraduate students of Victoria University of Wellington, New Zealand. Four dialogues between these two participants were analysed quantitatively and qualitatively. The results showed that even though there were no clear evidences of negotiations facilitating second language acquisition, interactive shadowing gave way to rich interactions and engagement between interlocutors.

Keywords: interactive shadowing, repetition, shadower.

I. INTRODUCTION

Children repeat a lot of what adults say and adults, especially parents, also repeat what children say. Sometimes they do so with feedback, correction, clarification. These instances of repetition normally result in children's learning of language, which in most cases is their first language. Does this apply to adults? Does repetition in dialogue have the same effect on adults in terms of L2 language learning and do adults embrace repetition as naturally as children do?

Research questions:

- (i) Do the conversational involvement elements (including repetition) incorporated in interactive shadowing foster the interactions between the lead speaker and the shadower?
- (ii) What are the participants' perceptions of the selective shadowing technique?

II. LITERATURE REVIEW

Shadowing is defined as a paced, parrot-style auditory tracking task which requires instantaneous and faithful repetition of the aural texts presented through headphones (Lambert, 1992). This technique is originally used in simultaneous interpretation training: interpreters are trained to listen and speak simultaneously in the same language before they could move on to interpretation (i.e. listening in a language and speaking in another language). As shadowing is also used in interpretation training as a selective listening exercise to elicit the ability of interpreters to captivate important ideas from a listening message (Lambert, 1992), this technique is predominantly associated with and adopted for listening skills in the field of second language learning. Shadowing has also been adapted and/or combined with other techniques as an instructional activity used in teaching of L2 language reading and speaking.

Shadowing and listening

In respect of listening, Hideki (2014) underscores that shadowing involves attentive listening of the incoming aural information, an essential condition for listening comprehension. Drawing on the working memory theory by Baddeley, he posits that this active attention aspect accommodates the link between the phonological loop where perceived aural information is stored temporarily and the central executive where such phonological cues are processed for meaning. Comprehension of the aural message cannot be achieved if this link barely exists or does not exist at all. In other words, if a person fails to focus his or her attention to the incoming sounds, s/he may not be able to understand what s/he hears.

Kodota (cited in Hamada, 2014, 2016) also refers to the working memory theory to analyze the potential benefits of shadowing. He demonstrates the effects of shadowing on listening and short-term memory by means of the working mechanism of the phonological loop and its two components, the phonological store and the sub-vocal rehearsal. This loop processes and stores information by keeping perceived information in the phonological store for approximately two seconds, and then having such information repeated in the sub-vocal rehearsal. He argues that in a shadowing process, the aural information is tracked, temporarily stored in the phonological and repeated/rehearsed in an expressly and articulated manner. Therefore, shadowing is considered as enhancing the role of the phonological loop in the working memory mechanism: the perception of phonological information enhances and the amount of information attained increases, thus resulting in better listening comprehension.

Hamada (2016) draws on the bottom-up and top-down processes involved listening and the limited cognitive resources allowed for these processes to substantiate the standpoint that shadowing strengthens the perceptual skill needed for the former. When listening, listeners first make use of their perceptual skill to recognize and gather phonological cues/information from the aural message (bottom-up process) and then bring their background and contextual knowledge to make meaning of this message (top-down process). Shadowing practice requires listeners/shadowers to mainly focus their attention as well as to primarily allocate their cognitive resources to the auditory stimuli presented from the message. Therefore, shadowing enables the fine-tuning and improvement of the speech perception required in the bottom-up process (Hamada, 2012, 2014, 2015, 2016). Shiki, Mori, Kadota, & Yoshida (2010) also reiterates the role of shadowing on phonological awareness in their distinction between shadowing as an online task which only deals with phonology and repetition as an offline one which both deals with phonology and meaning.

Shadowing and reading

In respect of reading, in their study of the connection between extensive reading (ER) and shadowing, Nakanishi & Ueda (2011) have found modest improvement in the ER-and-shadowing group as compared to the ER-only group. They have also noted that students are likely to be more motivated with the combined ER and shadowing technique than the ER only technique. Research has also shown that shadow-reading in combination with conversational shadowing (Murphey, 2001a) and summarizing, an instructional activity adapted from conversational shadowing, fosters comprehension and memorization of reading texts (Commander & Guerrero, 2016; Guerrero & Commander, 2013). Furthermore, this technique has also been found to promote the collaborative interactions between peers.

Conversational shadowing

In respect of speaking, Murphey (2001a) developed a pedagogical shadowing technique called conversational shadowing, drawing upon Tannen's (2007) concept that people have a natural tendency to repeat after their interlocutors during a conversation. The pedagogical dimension of this technique is substantiated by the notion that this natural drive to repeat could accommodate the intrinsic human purpose of learning, and that speakers in a dialogue do not aimlessly mimic their interlocutors but with the purpose of creating new meaning (Tannen, 2007).

Conversational shadowing is defined as 'the partial to complete repetitions by listeners of a speaker's utterances' (Murphey, 2001a, p. 128). Conversational shadowing is divided into three different sub-categories,

namely complete shadowing, selective shadowing and interactive shadowing. Complete shadowing pertains to the complete shadowing of all utterances made by the interlocutor of the shadower while selective shadowing refers to repetition of the key words contained within these utterances. Interactive shadowing is selective shadowing coupled with comments and questions for purpose of making the dialogue flow more naturally and instilling more engaged listenership (Murphey, 2001a). Furthermore, summary is incorporated as a follow-up activity of shadowing with the aim to 'encourage negotiation and retention' (Murphey, 2001b, p. 134)

Murphey (2001b) lists shadowing and summarizing among the tools of recursion as these tools provide room for the repeated use of language items, from simple and rote repetition to transformative and creative use of these items. Murphey (2001a) also notes that in attempting to shadow an interlocutor, the shadower verbalizes his/her internal language processing, and this allows the interlocutor to have a 'sneak' view and to better attune their speech, this may lead to the kind of language adjustments that are beneficial for L2 learning such as negotiation, noticing, intake and uptake.

III. METHOD

Participants:

Participants consisted of two under-graduate students of Victoria University of Wellington (New Zealand), one male and one female. Both participants are non-English major students and non-native English speakers. Both had never received training on conversational shadowing.

Research design:

This research project adopts the interactive shadowing and summarizing model presented in (Murphey, 2001a). The participants were provided training on different types of conversational shadowing in this order: complete shadowing (both in out-loud and silent mode), selective shadowing and interactive shadowing. Clarification questions were used in order to ensure that the participants were not confused about these conversational shadowing types. They then took turn to shadow each other's talks; these talks were about the two topics of their own choice. The participants were interviewed in relation to their perspective of selective shadowing. The interactive shadowing sessions and the interviews were audio recorded, using a smartphone as an audio recorder. The audio files of these interactive shadowing sessions were transcribed for analysis. The data analysis model adopted in this research project is a qualitative approach; however, some quantitative data are also presented in the tabulated form as a summary of the general details of the research data.

Training of conversational shadowing:

The participants first watched the Youtube video entitled Shadowing and Summarizing by Murphey (2000) which contained all the necessary guidance and exemplars of these types of shadowing. The researcher checked to make sure that participants did not mix up the conversational shadowing types. If necessary, the participants watch the video one more time. The participants first conducted trial shadowing, using complete, selective, or interactive shadowing; each time they shadowed two sentences. The researcher asked if the participants had any further questions regarding these shadowing activities and suggested the participants to select topics before starting to record the interactive shadowing sessions.

IV. RESULTS AND DISCUSSION

The two participants, Tin and Hoa, shadowed and summarized two talks of the other. There are totally eight dialogues; the transcripts of these dialogues are presented in the Appendices of this paper. For an overview of the engagement of the participants in the conversation, general details regarding word counts, number of comments/feedbacks, questions and negotiations/offers are presented in Table 1 and Table 2 below. It is noted that the summary dialogues of the participants are not analyzed in terms of comprehension

or engagement; these dialogues are only assessed to see if the participants were able to grasp and recall the details of the talked they shadowed.

Topic – Lead speaker	Lead speaker		Shadower		Seconds	w.p.m.
	words	%	words	%		
My daily routine						
Lead speaker - Hoa	126	75%	42	25%	87	116
Lead speaker - Tin	201	65%	106	35%	138	124
My future						
Lead speaker - Tin	224	69%	102	31%	138	142
Lead speaker - Hoa	258	56%	200	44%	269	122

Table 1. Word counts

	Comment/ Minimal feedback	Question	Negotiation/Of fer
My daily routine/Lead speaker - Hoa	4	3	0
My daily routine/Lead speaker - Tin	11	3	1
My future plan/Lead speaker - Tin	13	2	1
My future plan/Lead speaker - Hoa	10	7	3

Table 2. Number of listener/shadower's comments, questions, negotiations

The participants' perception of interactive shadowing

Both participants expressed interest in interactive shadowing and indicated that they preferred interactive shadowing over the other conversational shadowing techniques, complete shadowing and selective shadowing.

Even though both participants did not expressly mention the engagement of the speakers, but they seemed to describe how engagement was manifested. For example, Hoa mentioned that it was not only her but also her interlocutor that found this technique interesting; it was likely that she was able to perceive the interpersonal conversational involvement between them in the course of the interaction. Tin mentioned that interactive shadowing gave the interlocutors 'main thing', salient cues/details, to develop the conversation. As Tannen (2007) argues, participation in a dialogue involves both understanding an utterance and predicting where the conversation is heading. Tin's active participation in the conversation was obvious, because not only did Tin seem to make sense of the cues but he also predicts what was going to happen next in order to 'keep the conversation going on.'

However, Tin seemed to find it unnatural to do selective repetition of key words while Hoa argued that repetition was just a part of the normal communication process. Hoa, nevertheless, gave a clever solution to combined silent shadowing and comment in order to make interactive shadowing less unnatural. Tin also noted that repetition and comment to certain utterance would be regarded as inappropriate. He gave an interesting distinction between appropriate and inappropriate comments, for example, when the speaker mentioned Japan then the shadower could say 'Ah, Japan! I like this country!', but when s/he mentioned 'I'll be successful!', proclaiming a surprise sound 'ah' would seem inappropriate.

A general note:

Both participants seemed to focus on the conversational message. They did not make any corrective feedback to the errors that transpired. Therefore, there was no evidence of uptake. It is inconclusive that they did not notice any of these errors or they noticed but found that such errors did not affect the meaning of the utterances.

The number of negotiations for meaning/offers seemed to be relatively low as compared to that of comments and questions. Offers, in this paper, refers to the alternative wording which a listener suggests the speaker. It is noteworthy that the participants only verbalised offers when the speaker seemed struggling to

find an appropriate word/phase to express his/her ideas. It seemed that they followed a implicit cultural rule not to offer help unless their interlocutors signalled to ask for help.

Some particular issues:

Below are the discussions of the issues that I find interesting in the research data.

'my left hand' (line 29 – part 5)

Tin mentioned in the dialogue that he wanted to be a designer and an entrepreneur. He referred to the entrepreneur job as 'my left hand'. This is a concept in the participants' L1 that a 'left hand job' is a hobby job, as compared to a 'right hand job' a full-time job. This 'left hand' concept does not exist in English, however, as the participants share the same cultural knowledge, there was no miscomprehension. In case one of the participants is a native speaker, the utterance 'my left hand' could result in clarification and/or negotiation of meaning.

'truyền cảm hứng là gì ta?' (line 36 – part 6)

When Hoa would like to mention the famous people that inspired her but she did not know the word, she used L1 to asked Tin and then went to using English. This is an evidence of the peer support that we expect from this collaborative practice.

'how to cast a fishing rod?' (lines 35 -38, part 7)

When Tin could not express the idea that if one exerted too much power when casting a fishing rod, it could lead to the breaking of the rod, he used both verbal language and non-verbal language in order to express this idea.

Changing of the lead speaker (lines 40 -52, part 6)

This section of part 6 could be considered as an indication of the participant's engagement in the conversation. Hoa was supposed to take the role of the lead speaker and Tin was supposed to shadow her, however, the conversation developed to the point that Tin saw a topic of interest to him and seize the moment to take the floor and assume the lead speaker role.

V. SUGGESTIONS

The interactive shadowing did not give rise to the conversation adjustments that facilitated second language acquisition as expected, it did provide room for the rich, and engaging conversations, albeit some utterances being flawed and ungrammatical. Nevertheless, such rich interactions should be considered as the fundamentals for the communicative language.

As mentioned by Tin, one of a participant, repeating too much after someone seems to be weird/unnatural. However, one benefit of vocalizing of the listener's language processing is to help teacher and peers adjust their speech to that listener. Therefore, in order to make interactive shadowing works in the classroom, students should be made aware of such benefit.

VI. REFERENCES

1. Commander, M., & Guerrero, M. C. M. d. (2016). Shadow-reading: Guidelines for a socially-mediated approach to reading in the second/foreign language classroom. *The Reading Matrix: An International Online Journal*, 16(1), 32-48.
2. Guerrero, M. C. M., & Commander, M. (2013). Shadow-reading: Affordances for imitation in the language classroom. *Language Teaching Research*, 17(4), 433-453.
3. Hamada, Y. (2012). An effective way to improve listening skills through shadowing. *The Language Teacher*, 36(1), 3-10.
4. Hamada, Y. (2014). The effectiveness of pre- and post-shadowing in improving listening comprehension skills. *The Language Teacher*, 38(1), 3-10.
5. Hamada, Y. (2015). *Uncovering shadowing as an EFL teching technique for listening: Learners' perceptions, self-confidence, and motivation*. Retrieved from

https://air.repo.nii.ac.jp/?action=repository_action_common_download&item_id=2465&item_no=1&attribute_id=48&file_no=1

6. Hamada, Y. (2016). Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension. *Language Teaching Research*, 20(1), 35-52. doi:10.1177/1362168815597504
7. Hideki, S. (2014). *The effect of shadowing practice: A case study of Japanese language learners in an Australian university* (MA), Macquarie University. Retrieved from <http://hdl.handle.net/1959.14/1069342>
8. Lambert, S. (1992). Shadowing. *Meta*, 37(2), 263-273.
9. Murphey, T. (Writer). (2000). Shadowing and summarizing. Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
10. Murphey, T. (2001a). Exploring conversational shadowing. *Language Teaching Research*, 5(2), 128-155.
11. Murphey, T. (2001b). Tools of recursion, intermental zones of proximal development, and critical collaborative autonomy. *JALT Journal*, 23, 130-150.
12. Nakanishi, T., & Ueda, A. (2011). Extensive reading and the effect of shadowing. *Reading in a Foreign Language*, 23(1), 1-16.
13. Shiki, O., Mori, Y., Kadota, S., & Yoshida, S. (2010). Exploring differences between shadowing and repeating practices: An analysis of reproduction rate and types of reproduced words. *Annual Review of English Language Education in Japan*, 21, 81-90.
14. Tannen, D. (2007). *Talking voices: Repetition, Dialogue and Imager in Conversation Discourse* (2 ed.). New York: Cambridge University Press.

APPENDICES:

TRANSCRIPTS:

Part 1 – Tin's interactive shadowing of Hoa's talk

1. Hoa: ah um every day I woke up ah seven o'clock, so ah ((chuckle)) ((pause in 4 seconds))
2. ((laugh))
3. Hoa: ah I do something and ah I prepare I prepare ah: something to do the job
4. Tin: Ah you have job↑=
5. Hoa: =Yeah every morning
6. Tin: Interesting
7. Hoa: Yeah ah after that I ah: go to school, and ah study some lesson,
8. Tin: Wah ((it sounds like he says 'wow' but in slight flat rather raising tone))
9. Hoa: Ah: I think in the evening, so I go to gym,
10. Tin: Wow yeah go to gym↑
11. Hoa: Yeah=
12. Tin: =Um↑⁰so⁰
13. Hoa: and cook something yeah↓ I think⁰this is⁰]
14. Tin: [you cook for yourself↑
15. Hoa: Yes
16. Tin: How about↑
17. Hoa: So this is my day every day. I don't know it is (.) boring so:: some weekend
18. I ah go to the coffee shop, and ah reads and ah read some book
19. Tin: What kind of book do you like
20. Hoa: Ah I um do you know um think um:: think rich and ah do rich
21. I think so I don't remember this book hah hah ((laugh))
22. Tin: How about yeah⁰this book⁰ like ((mumble))
23. Hoa: It's very interesting]
24. Tin: [((mumble))

Part 2 – Tin’s summarising of Hoa’s talk

1. Tin: ah yeah usually you wake up at around seven
2. Hoa: yeah::
3. Tin: and prepare your food and then go to school right↑
4. Hoa: ah ah
5. Tin: job↑=
6. Hoa: =job after that ((mumble))=
7. Tin: = and:: then:: go to school↑ so (.) in the evening ((pause)) you go to the gym::
8. Hoa: yeah
9. Tin: yeah and then go back home prepare your dinner. Yeah it is your normal day
10. But in the weekend it’s very special you go to the coffee shop and read some book
11. Yeah something about do something hah hah ((laugh)) ((laughter))
12. Hoa: Do you think my day is boring↑
13. Tin: NO
14. Hoa: hah hah hah ((laugh softly))
15. Tin: No everyone has the same day with you but ((he mistakenly says but)) in some moment
16. of the day you can create something it’s special it’s different]
17. Hoa: [yeah=
18. Tin: =day by day so it’s yeah GOOD don’t worry
19. Hoa: hah ((laugh softly))
20. Tin: hah hah hah ((laugh))

Part 3: Hoa’s interactive shadowing of Tin’s talk

1. Tin: my daily schedule I wake up around yeah ((chuckle)) hah hah ((laugh)) BEFORE BEFORE
2. yeah eight maybe before eight thirty=
3. Hoa: = SO LATE
4. Tin: yeah hah hah I KNOW
5. Hoa: hah hah ((laugh softly))
6. Tin: SOMETIME SOMETIME it’s not always yeah sometime I wake up early
7. Yeah sometime I’m ⁰tired⁰]
8. Hoa: [What time?
9. Tin: Around seven
10. Hoa: SEVEN↑ it’s not so early hah hah. I think it’s (.) too late.
11. Tin: Really↑
12. Hoa: Yeah hah hah
13. Tin: Yeah sometime yeah. ⁰Don’t worry⁰. And:: then prepare my food ((it sounds like he says
14. foot)) maybe in the yeah the night (.) the last night (.) no (.) ⁰how to say⁰ after (.) no (.)
15. ⁰don’t worry⁰ I prepare my food ((it sounds like he says foot)) (.) maybe in the ah on the
16. even ((evening)) in the]
17. Hoa: [In the evening,
18. Tin: in the morning this day or: in the evening last day so:: yeah prepare my food and bring it to
19. my uni: and eat it. So after my class I go to the (.) yeah library for a while and yeah
20. prepare my study and yeah do my work my paper
21. Hoa: You have hard work
22. Tin: ((laugh))
23. Hoa: hah hah ((laugh)) only you↑
24. Tin: it’s not only me and::: yeah and:: go back home:: and yeah maybe ((chuckle)) do something
25. for relaxing and:
26. Hoa: you go to the gym↑

27. Tin: yeah sure go to the gym
28. Hoa: at what time↑
29. Tin: normal normally about ten
30. Hoa: Oh ten
31. Tin: oh no no no about nine o'clock
32. Hoa: yeah
33. Tin: yeah it's (.) my day is boring me TOO as well hah hah=
34. Hoa: = I think you work hard so it's not boring
35. Tin: work hard,
36. Hoa: yeah
37. Tin: um I don't know hah hah ((laugh))
38. Hoa: hah hah ((laugh))

Part 4 – Hoa's summarizing of Tin's talk

1. Hoa: Ah your day I think your day is interesting. So ah you wake up around seven to eight o'clock
2. and ah:: ((chuckle)) prepare some cook prepare some um ((chuckle)) meal
3. after that you go to school ah I think you eat something before ((it sounds like for))
4. and ah:: go to library to review some lesson. Ah I think it's very ah (.) ah:: ((long pause))
5. I don't know
6. Tin: hah hah
7. Hoa: hah ((laugh softly)) I think you care about ah your health go to the gym and relax (.) to reduce stress
8. ah you day is very good great I think so yeah
9. Tin: I do the same thing with you hah hah hah ((laugh)) but yeah sometime yeah we stress about
10. the study life or career. Yeah↑ we have create something]
11. Hoa: how do you do to (relax)
12. Tin: Yeah bring something interesting to your life
13. Hoa: ah
14. Tin: and and (give)]
15. Hoa: [but something
16. Tin: SOME usually I hear about the motivation speech
17. Hoa: yeah
18. Tin: yeah it's been yeah (give) some emotion enthusiasm and inspire
19. Hoa: yeah motivation is very important
20. Tin: yeah I like kind of this for something your life's very balanced you have to you know (.)
21. ah heard hear about LISTEN some yeah classic or music or something like that it's (.) yeah
22. Hoa: What kind of music do you like?
23. Tin: Ah: yeah almost of them classic but something we're CRAZY NO↑ hah hah hah ((laugh))
24. Hoa: I know I know hah hah ((laugh))
25. Tin: yeah don't have to control yourself even if (.) yeah something happen
26. Hoa: Yes you have free style
27. Tin: hah hah hah ((laugh))
28. Hoa: hah hah hah ((laugh))

Part 5 – Hoa's interactive shadowing of Tin's talk

25. Tin: Ah in the future ((mumble)) maybe it's predictable so but if yeah if I want to see my
26. future on the bright side. Yeah look at the bright side. So I want to be a designer and
27. entrepreneur.
28. Hoa: Wow a designer↑

29. Tin: and an entrepreneur it's yeah my left hand
30. Hoa: so you want to organize or build the website↑
31. Tin: actually I have a plan for this one
32. Hoa: Yeah↑
33. Tin: But it will take a while for me to re- prepare the project
34. Hoa: wow
35. Tin: yeah cause it is in my mind so hah hah hah (he made face and laughed)
36. Hoa: I know I know don't worry
37. Tin: As a designer I want to create something value for many user or people
38. Hoa: Useful
39. Tin: Yeah but (.) absolutely it's for free but I think it will give me back the value after that yeah.
40. Try it try your best hah hah
41. Hoa: a lot of value
42. Tin: but something I waste my life into something that is (.) yes
43. Hoa: you want to success
44. Tin: yeah really I really want to success be a successful person. It depends on how you can
45. control something you
46. Hoa: I think you can control your plan
47. Tin: yeah
48. Hoa: if you have the disci discipline
49. Tin: discipline
50. Hoa: discipline
51. Tin: yeah set the rules for my life yeah BUT
52. Hoa: what do you mean by set the rules for your life↑
53. Tin: normally we wake up and plan something you know the stickers
54. Hoa: yeah
55. Tin: you you
56. Hoa: I know you put in the room
57. Tin: hah hah hah it's normal but I want to be a designer and an entrepreneur entrepreneur is
58. left my hand because you know kind of make a business establish a business about
59. cooking hah hah hah ((laugh))
60. Hoa: Oh really↑ you want to ah
61. Tin: ((loud laughter))
62. Hoa: ((laughter))
63. Tin: Ok and ((mumble)) I don't know. How about you?

Part 6 – Tin's interactive shadowing of Hoa's talk

1. Hoa: I have a lot of plans and I must prepare now but I hope in the future I want to success
2. and better than a lot of people ah such as I will have business or company and I can ah (.)
3. I can ah (.)
4. Tin: ((mumble))
5. Hoa: I want to have a lot of money to do something and help people as such charity ((she
6. pronounced charity as karity)) or something. So now I must achieve IELTS and ah I want to
7. learn more about English and and ah after I ah (.) I don't know I have plan.
8. Tin: Why 'd you want to be successful↑
9. Hoa: I want to be rich
10. Tin: I know but why do you want to be successful↑
11. Hoa: Because if I success I can help lot of people it makes me happy
12. Tin: um

13. Hoa: after that I can travel and learn something about a foreign country
14. Tin: with who hah hah hah ((louder laughter))
15. Hoa: ((laughter))
16. Tin: yeah↑ who do you want to travel with
17. Hoa: my friend
18. Tin: who↑ exactly who
19. Hoa: NO it's my friend. And I want to
20. Tin: your partner right↑
21. Hoa: and I want my parent proud me
22. Tin: uh huh↑ ((in a playful tone))
23. Hoa: I love my parent so I don't want my parent feel sad me.
24. Tin: ⁰disappointed⁰
25. Hoa: I ah before I go to bed so I ah make plan tomorrow and think about plan in the future and
26. everyday remind me about the plan and I go to Facebook and read some ah review some
27. ah
28. Tin: news↑
29. Hoa: some ah famous people
30. Tin: ah what kind of ah who who
31. Hoa: Jack Ma do you know Jack Ma
32. Tin: Ah ah Jack Ma
33. Hoa: and Steven Job
34. Tin: Steve Job↑
35. Hoa: And Bill Gates
36. Tin: I read a lot of people because they're very success and they can ah truyền cảm hứng là gì ta
37. ((she said a word in Vietnamese and asked him to tell her its equivalent in English))
38. Tin: inspire
39. Hoa: Inspire↑ inspire motivation for me
40. Tin: ⁰motivation⁰ yeah I like Steve Job because he has many ideas about technology yeah create
41. something new for many people and they also become a big fan of yeah the Apple brand or
42. something like that and that's reason why Apple is the top company about technology
43. Hoa: yeah I know
44. Tin: yeah I like to be you know about the (.) Silicon Valley
45. Hoa: yeah I know
46. Tin: They are very famous this is the purpose of my life
47. Hoa: your purpose↑
48. Tin: and yeah try to meet some famous people in there maybe I'm not sure this is where I can
49. create or establish something new launch yeah
50. Hoa: yeah we can do it
51. Tin: ok WE can do it
52. Hoa: yeah ((two of them did a high five and laughed))

Part 7 – Tin's summarising of Hoa's talk

21. Tin: You want to make a business
22. Hoa: Yeah
23. Tin: And ah help some ah ((pause)) some poor people homelessness or something like that
24. I don't know and:: yeah the reason why you want to make the business and also ah make
25. your family proud of you
26. Hoa: yes
27. Tin: and plan to travel with your partner

28. Hoa: yeah
 29. Tin: exactly ((mumble a name)) hah hah hah ((loud laughter)) ok
 30. Hoa: I don't know it's future hah hah hah ((laughter))
 31. Tin: we hold we hold how to say
 32. Hoa: ok you can say another thing so
 33. Tin: ok
 34. Hoa: so we must plan everyday
 35. Tin: You know how to fishing ((he mimicked the act of casting a fishing rod)) how how the ((he signalled the interviewer to ask about the word for fishing rod)) yeah when you use a lot of
 36. ah power it will break the yeah I mean ((he continued to mimic to act of exerting too
 37. much power in casting a fishing rod))
 38. Hoa: I know I know I understand
 39. Tin: I can't control our life like this
 40. Hoa: yeah
 41. Tin: yeah take a deep breath yeah
 42. Hoa: ((silent))
 43. Tin: Ok boring I know ((both laughed))

Part 8 – Hoa's summarizing of Tin's talk

29. Hoa: ah ((chuckle)) you're same of my purpose you want to be success you want to become an
 30. engineer and cooker
 31. Tin: yeah
 32. Hoa: and ah you always have good plan you have good plan
 33. Tin: but yeah ((mumble)) ((laughter))
 34. Hoa: you ah
 35. Tin: what
 36. Hoa: I don't remember nothing I just ah your purpose is to become a special parson
 37. Tin: do something value and go to the valley
 38. Hoa: you want to become a value people

Interview

Interviewer: Which one do you like best, silent, selective or interactive shadowing?

Hoa: Em thì thích cái (phương pháp) kết hợp giữa interactive và selective vì nó không chỉ gây hứng thú cho em mà còn cho người khác nữa, người mà đang nói nữa. Như vậy em dễ nhớ hơn, nhắc lại những từ key word đó. Với lại, em hiểu được người ta nói gì và um nói chung là nhớ tốt hơn.
(Translation: I like to combine interactive and selective shadowing as it not only interests me but also the person who I am talking to. Therefore, it is easier for me to remember and repeat the key words. Furthermore, I understand what s/he is saying and um, in general, I remember better.)

Tin: Er, I like interactive absolutely. It gives me motivation to keep the conversation yeah going on. Another reason is yeah it depend on my partner, (s/he) gives me something, you know, the topic, mention about the main things so we can go deeply about er yeah. Otherwise, selective is a good way.

Interviewer: Do you think you will apply this interactive shadowing technique in your conversation with another English-speaking person? Do you think it is useful for your communication?

Hoa: It's ok.

Tin: In my point of view, I think it's a good way but we don't have to do too much thing like repeat the people like it interrupt the yeah the conversation.

- Hoa: But this is kind of the communication.
- Tin: But you, you know when you repeat a lot of, people will think about, what!
- Hoa: No, just key word.
- Tin: Just, I know key word, but it's kind of weird because why (.) I mean why you repeat lots of my word?
- Hoa: I think you can repeat in your (mind) yourself, don't (do it) aloud
- Tin: But sometimes to make the conversation interesting, you have to repeat something. Ah! Like you say 'I have travelled in Japan one time'. Ah! Japan, I like this country! But 'I'll be very successful' heh heh heh it's weird, don't do that!