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English Language Teaching in the New Era: Empowering Teachers and Students

The implementation of movie dubbing in learning and teaching speaking for secondary students: UMS students and teachers' perspectives

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ABSTRACT

The use of videos as an instructional tool is adopted widely in the current context of English language teaching due to its authentic language input which strengthens the direct relationship between the language classroom and the outside world for students (Brinton, 1991). Of the classroom activities utilizing videos, movie dubbing is considered to be a valuable one which requires learners to replace the video's soundtrack with their own (Burston, 2005), thus improving both listening and speaking skills. However, in Vietnam, there has been little research on the implementation of movie dubbing though it may yield multiple benefits for young learners at secondary school level. To bridge the gap, the current paper will explore the implementation of movie dubbing in learning and teaching speaking for secondary students. Specifically, it aims to examine the benefits and challenges of employing movie dubbing in learning and teaching speaking for secondary school students and propose some suggestions for improving the implementation of movie dubbing in learning and teaching speaking for secondary school students. To this end, we conducted a set questionnaire to approach 75 Grade 6 students in UMS and a semi-structured interview with the teacher teaching Public speaking course. The study found that student participants showed positive attitudes towards the movie dubbing task, yet they also reported challenges, such as anxiety and difficulties recognizing and mimicking the chunks. The findings were further interpreted and implications were provided to enhance students' performance and experience.

Key words: Movie dubbing, students and teachers' perspectives, speaking skill.

REFERENCE

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