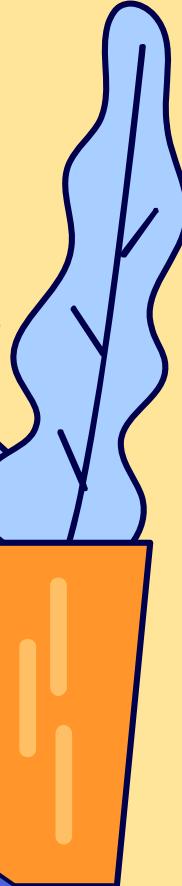




The implementation of movie dubbing in learning and teaching speaking for secondary students: UMS students and teachers' perspectives



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Introduction

Literature review

Methodology

Findings and discussions

Conclusions and implications

Q&A

1. Introduction

Pronunciation

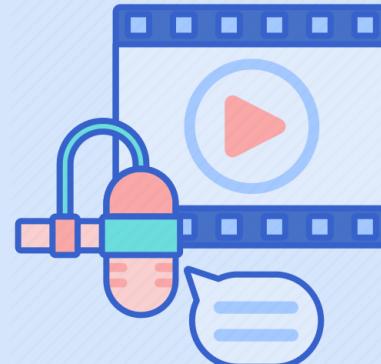
/əʊ/ and /ʌ/

- 5 Listen and repeat. Pay attention to the sounds /əʊ/ and /ʌ/.

1. /əʊ/: judo going homework open
2. /ʌ/: brother Monday mother month

- 7 Listen and repeat. Underline the sounds /əʊ/ and /ʌ/ you hear.

1. They are going to open a new library.
2. I'm coming home from school.
3. His brother eats lunch in the school canteen.
4. The new school year starts next month.
5. My brother is doing his homework.
6. He goes to the judo club every Sunday.



RATIONALE OF
THE STUDY

1. Introduction

Benefits of movie
dubbing in
learning speaking

Challenges of
employing movie
dubbing in learning
speaking for
students

Suggestions to
improve the
implementation off
movie dubbing in
speaking skills for
UMS students

**THE IMPLEMENTATION OF MOVIE DUBBING IN
LEARNING AND TEACHING SPEAKING FOR
SECONDAY STUDENTS: UMS STUDENTS AND
TEACHERS' PERSPECTIVES**

RESEARCH AIMS

2. Literature review

MOVIE DUBBING

Interlingual dubbing

oral translation of the original L1 spoken dialogue into L2

Intralingual dubbing

the voice repetition of the original spoken language

(Lertola, 2019)

STUDENTS' PERCEPTION

Ability to employ different senses to realize and comprehend things.

(Richards & Schmidt, 2013)

TERMINOLOGY

2. Literature review

FRAMEWORK

Research question: What are the benefits of using movie dubbing in learning and teaching speaking for secondary school students as perceived by UMS students and teachers?



| Level of development | Learning how to pronounce sentence stress by doing the task. Finding themselves sounding more like a native speaker when speaking English. Being able to speak more fluently in English. Having more confidence now when speaking English. |
|---|---|
| Perceived progress | Having enjoyment while doing the task. Finding the video in the task interesting. Enjoying imitating the speech of the characters in the video. Discovering their pronunciation problems by comparing their own speech with the original one in the video. |
| Level of attractiveness toward the task | Finding the teacher's instruction to be very helpful in completing the task. Being able to put stress on sentences more correctly while practicing the subbing. Finding practicing with a partner helpful. |

2. Literature review

Research question: What are the difficulties of using movie dubbing in learning and teaching speaking for secondary school students as perceived by UMS students and teachers?

(Wasuntarasophit, 2015)

| | |
|---------------------------|---|
| English pronunciation | The pronunciation of the word The intonation of the speech (He & Wasuntarasophit, 2015) |
| Students' time management | Lack of practice time (Danan, 2010) |
| Students' attitude | Lack of commitment and enthusiasm (Danan, 2010) Unengaging topic (Sánchez, 2016) |
| Students anxiety | Anxiety while performing in front of the class |
| Teamwork | Arranging time to practice; Conflict in team (Le, H., Janssen, J., & Wubbels, T., 2018); Division of the workload (Danan, 2010) |
| Teachers' support | Teacher's instructions, guidance and clarifications; Teacher's feedback |
| Task's requirement | The requirements; the assessment rubrics |

3. Methodology

**Mixed Methods Research
(Quantitative and Qualitative)**

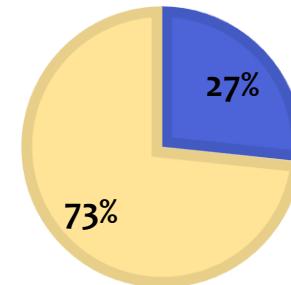
Research subject:
Movie dubbing

Research objects:
92 six-graders
(Semester 1, school year 2020-2021)
[75 students – Questionnaire;
7 students – Interview]
1 teacher

Data Collection Method:
**(Questionnaire: 4 options + Open questions;
Semi-structured interview**

STUDENTS WITH PREVIOUS MOVIE-DUBBING EXPERIENCE

- Students with previous experience
- Students with no experience



4. Findings and Discussions

| | Mean | Std. Deviation |
|---|------|-------------------|
| Level of attractiveness toward the task | 3,06 | 0,68 |
| Level of effort devoted | 3,04 | 0,62 |
| Perceived progress | 2,88 | 0,71 |



Sánchez Requena, A. (2016)

| | Mean | Std. Deviation |
|---|------|-------------------|
| I liked the video in the task | 3,2 | 0,593 |
| I found the teacher's instruction to be very helpful in completing the task | 3,17 | 0,529 |
| I enjoyed doing the task | 3,16 | 0,754 |
| I did my best in the movie dubbing task | 3,04 | 0,625 |
| I found I could speak more fluently in English | 2,95 | 0,715 |
| I have more confidence now when speaking English | 2,92 | 0,731 |
| I have made progress with my English pronunciation by doing the task. | 2,88 | 0,677 |
| I found myself sounding more like a native speaker when speaking English. | 2,88 | 0,697 |

4. Findings and Discussions



“Some students lacked confidence when practice movie dubbing exercises. Some were not confident in their pronunciation, and some were hesitant to speak in front of other people.” (T1)

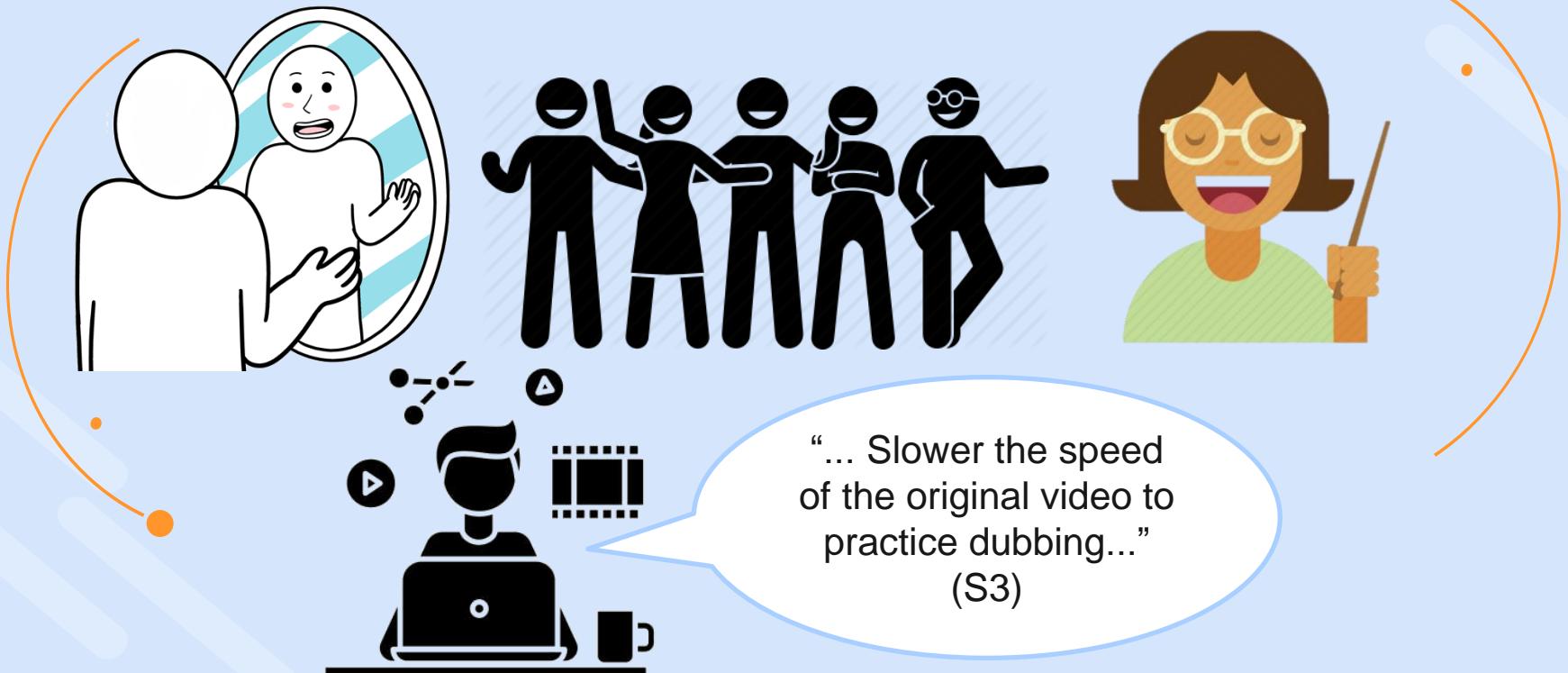
| | Mean | Std. Deviation |
|--|------|----------------|
| I found it difficult to mimic the chunks | 2,45 | 0,722 |
| I found it difficult to mimic the pace of the script | 2,43 | 0,774 |
| I found it difficult to mimic characters' emotions | 2,43 | 0,791 |

| | Mean | Std. Deviation |
|---------------------------|------|----------------|
| Students' anxiety | 2,44 | 0,92 |
| English proficiency | 2,29 | 0,75 |
| Students' time management | 2,03 | 0,73 |
| Task's requirement | 1,94 | 0,6 |
| Teamwork | 1,88 | 0,74 |
| Students' attitude | 1,71 | 0,74 |
| Teachers' support | 1,71 | 0,67 |



He, P., & Wasuntarasophit, S. (2015)

4. Findings and Discussions



5. Conclusions and Implications

Benefits (Students' perceptions)



Challenges (Students and teachers' perceptions)



Implications



06. Q&A

