

FOREIGN LANGUAGES AND VIETNAMESE

**ENHANCING ENGLISH SPEAKING SKILL THROUGH
FILM -DUBBING ACTIVITY: A CLASSROOM ACTION
RESEARCH ON AEP STUDENTS
AT NATIONAL ECONOMICS UNIVERSITY
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ABSTRACT: The research was conducted to find out whether film-dubbing significantly improves student's speaking skills at AEP of NEU or not. The sample of this research were 15 freshmen randomly chosen from five classes at AEP of NEU. The researcher used pre-test, post-test, questionnaire to collect the data. The comparison of scores of pre-test and post-test showed that after the treatment process, students' speaking performance of all four components including grammar, vocabulary, pronunciation and fluency was improved. The results from questionnaire also concluded that students had positive attitudes toward the film-dubbing activities in enhancing their speaking skills. Based on the findings, it was suggested for the future study to find out whether this method also enhance other skills of students in learning English such as listening and writing.

KEY WORDS: film-dubbing; speaking skill; motivation.

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1. Introduction

1.1. Background and rational of the study

It is a common situation that speaking skill level of first-year college students in Viet Nam is not relatively high. The main reason is that, due to the college entrance examination system in Viet Nam, English speaking skill is not included in the college entrance examination's total score, which leads to learners' neglect. It is a fact that, because of lack of time, many teachers, students consider learning English at high school is prioritized on exams which mainly focus on vocabulary, grammar, structure, reading and writing. Therefore, freshman's speaking skills are generally low.

In recent years, many researchers try various ways to improve speaking skills of college students. They have achieved relatively desired results, however, genuinely effective approaches need to be tested and highlighted. Most students hesitate to speak English for fear of making mistakes. Traditional teaching is teacher-centered, and students have little chance to express themselves. Also, students lack the language environment, and it is not easy to practice speaking. There are also many problems between teachers and students, lack of communication which make learners lack of interest.

To improve the quality of speaking English teaching, this study attempts to adopt the teaching method of film-dubbing activity. This method were assumed to make speaking lessons more attractive and positive, and create the learning atmosphere more relaxed and comfortable, thus achieve better teaching and learning results. Also, the English film-dubbing method can stimulate students' interest in learning and foster their learning enthusiasm and initiative.

1.2. Objective of the study

The study aims at (1) to find out whether the use of English film-dubbing activities to enhance the speaking skills of AEP first year students at National Economics University; (2) to investigate the opinions of AEP first year students at National University on the use of English film-dubbing activities in enhancing English speaking skills.

1.3 Research questions

The study tried to answer two research questions: (1) Will English film-dubbing activities be able enhance the speaking skills of AEP first-year students at National Economics University?; (2) What

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are the opinions of AEP first-year students at National University on the use of English film-dubbing activities in enhancing English speaking skills?

2. Theoretical review

2.1. English film-dubbing activities

The application of the English film teaching model in oral English teaching shows its unique advantages. According to Li & Wang (2015), by using films in English classes, Vietnamese college students can improve their oral English. They can enlarge their knowledge of vocabulary. They can even make their pronunciation and intonation better. Listening to native speakers can also help learners develop speaking skills, especially level of fluency (Hari, 2016).

Miao (2015) also predicted that using films to teach students is surely better than teachers' textbooks. Ismaili (2013) said, "by choosing films as your content, you are using the best courseware in the world." English film-dubbing is an effective means of multimedia teaching, which creates a three-dimensional space of "sound, light, color and image" for students. In the process of dubbing, the imitation and performance actively activate students' eyes, ears, mouth, brain, and body (Duan, 2011).

English films, with their authentic language expression, the real context of English teaching, has become a valuable source of material. The dialogue in the film clips is very colloquial, and most of them can be applied to daily life (Wu, 2018). English film material comes from life, content is extensive, develop the students' horizons, increase the students' knowledge, and help students to enhance language learning culture and the practical ability of cross-cultural communication, improve the students' interest in learning, stimulate students' learning enthusiasm, more help to enhance speaking English ability (Fata & Wahyuni, 2016).

According to Li (2010), in order to make the film serve the teaching, it is necessary to change the length of the film, so that it becomes one or several teaching fragments in the classroom teaching, to facilitate the implementation of teachers' purpose of teaching speaking skills. Wang (2018) also advised that only typical clips can be selected to play. The basic principles for selecting movie clips are as follows: 1) the content is relatively independent, positive, and instructive; 2) a moderate amount of language, action, music. It cannot take a long time; 3) the language is standard, the difficulty is moderate, there are language points worth paying attention to and learning; 4) the time is reasonable, 3-8 minutes is appropriate.

2.2. Pre-test and post-test of speaking

In this study, pre-test and post-test are used to compare students' speaking skills before and after treatment. The instrument was a group of oral assessments in simple transactional and interpersonal conversations/dialogues. The test was given twice. The first test was used to gain the pre-test score before the treatment, and the second was used to gain the post-test score after the treatment. The students described the same topics in the pre-test and post-test. "Describe a recent film that you like." The speaking test is three minutes for each student.

According to Brown (2004), there are at least six elements of speaking competence. He highlighted that in order to practice this skill effectively, learners need to understand these components apparently. In the scope of this study, four components like grammar, vocabulary, pronunciation and fluency are primarily addressed. The rubric of proficiency level of these four components are described in detail as follows:

Grammar:

5 = equivalent to that of an educated native speaker.

4 = able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.

3 = control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Vocabulary:

5 = speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = able to understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = speaking vocabulary inadequate to express anything but the most elementary needs.

Pronunciation:

5 = equivalent to and fully accepted by educated native speaker

4 = errors in pronunciation are quite rare

3 = errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2 = accent is intelligible though often quite faulty.

1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Fluency:

5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

3 = can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1 = (no specific fluency description. Refer to other four language areas for implied level of fluency.)

3. Research methodology

3.1. Participants

The participants in this study are AEP first-year students in the academic year 2023 at National Economics University. The total population is 150 students in five classes. Three students in each class are randomly chosen for a sample group. The sample was 15 students in total.

3.2. Research instruments

The study adopted the method of quantitative research. In order to collect the data, the researcher used two tests (pre-test and post-test) and questionnaires. Detailedly, in this study, pre-test and post-test were conducted to compare students' speaking skills before and after treatment. The same speaking topic is provided in the pre-test and post-test. (*Describe a recent film that you like*). Also, the researcher used an 8-item questionnaire which aims to look into learner's opinions on English film-dubbing activities in enhancing their speaking skills.

3.3. Data collection procedure

Phase 1: Pre-test

Before participating in English film-dubbing activities, English speaking tests are released. Students were asked to describe the designated topic, "Describe a recent movie that you like."

Phase 2: English film-dubbing activities

During five weeks, students are given two films with 10 three-minute selected clips. These clips are subtitled both in English and Vietnamese. Students are asked to dub 2 clips in each week. The requirement of this work is that, students need to immitate as precisely as possible the speakers in terms of pronunciation, intonation, speed. Students practice film dialogues, then perform film-dubbing activities together. The purpose of this study is to enhance students' speaking skills.

Phase 3: Post-test

The post-test was conducted at the end of the treatment of English film-dubbing activities, and the scores of post-test and pre-test are compared. The purpose is to compare whether the students' speaking skills have improved over the treatment process.

Phase 4: Questionnaire

After involving in the treatment process, students are asked to opine by completing the questionnaire. The questionnaire consists of 8 questions.

4. Findings and discussion

Research question 1: Will English film-dubbing activities be able enhance the speaking skills of AEP first-year students at National Economics University?

Both the pre-test and post-test includes four parts namely Vocabulary, Grammar, Pronunciation, and Fluency. Scores of each part are 5 points. 15 students participated in this experiment. The average score of each item is shown in each figure as follows:

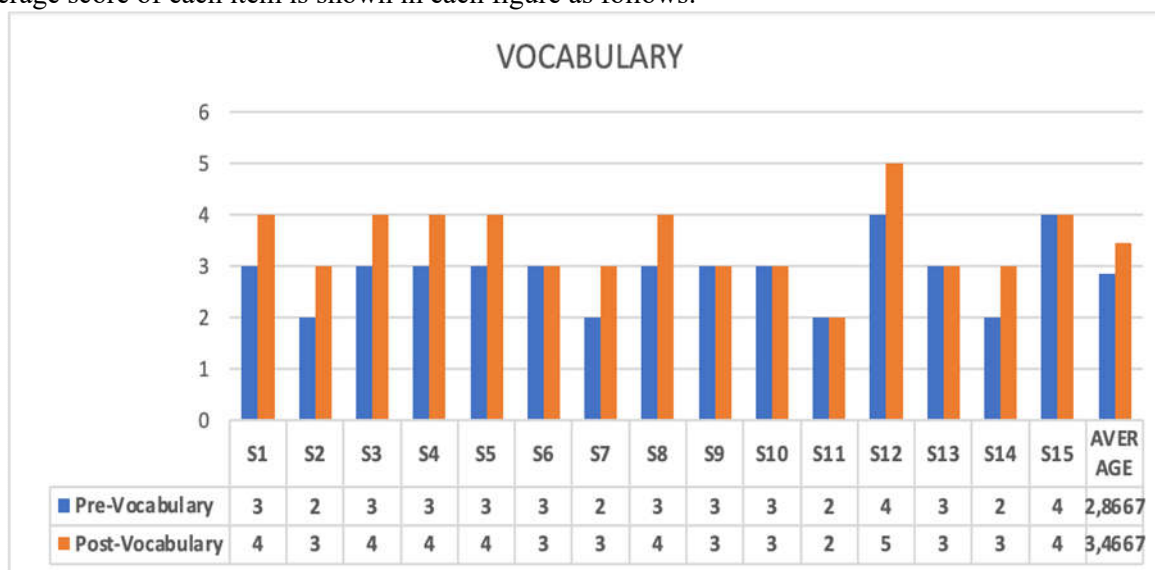


Figure 4.1. The average score of Pre-Vocabulary and Post-Vocabulary

Figure 4.1 represents the pre-test and post-test scores of each student in terms of vocabulary. The figure shows that students' vocabulary scores after the English film-dubbing activities treatment are higher than before the treatment. The overall average score was also significantly higher than that before the treatment (pre-vocabulary =2.87, post-vocabulary =3.47), which means that English film-dubbing activities are helpful to enhance students' speaking skills.

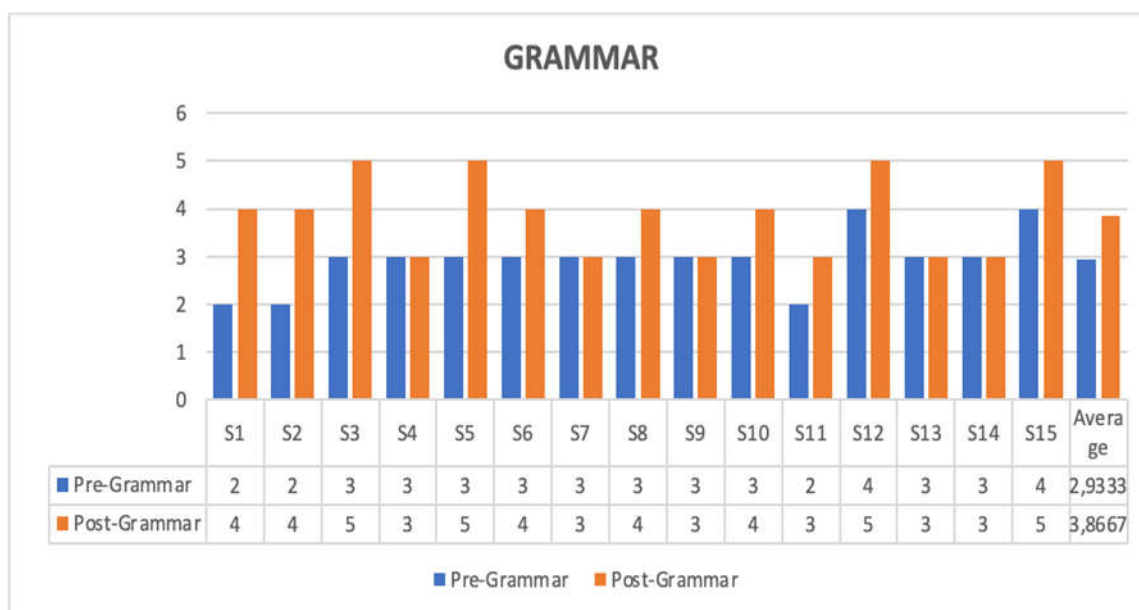


Figure 4.2. The average score of Pre-Grammar and Post-Grammar

Figure 4.2 shows the pre-test and post-test scores of each student in terms of grammar. The figure indicates that after film-dubbing activities the students' grammar scores are higher than that before the treatment. The overall average score was also significantly higher than before the treatment (pre-grammar =2.93, post-grammar =3.87), showing that film-dubbing activities are feasible to improve students' speaking skills.

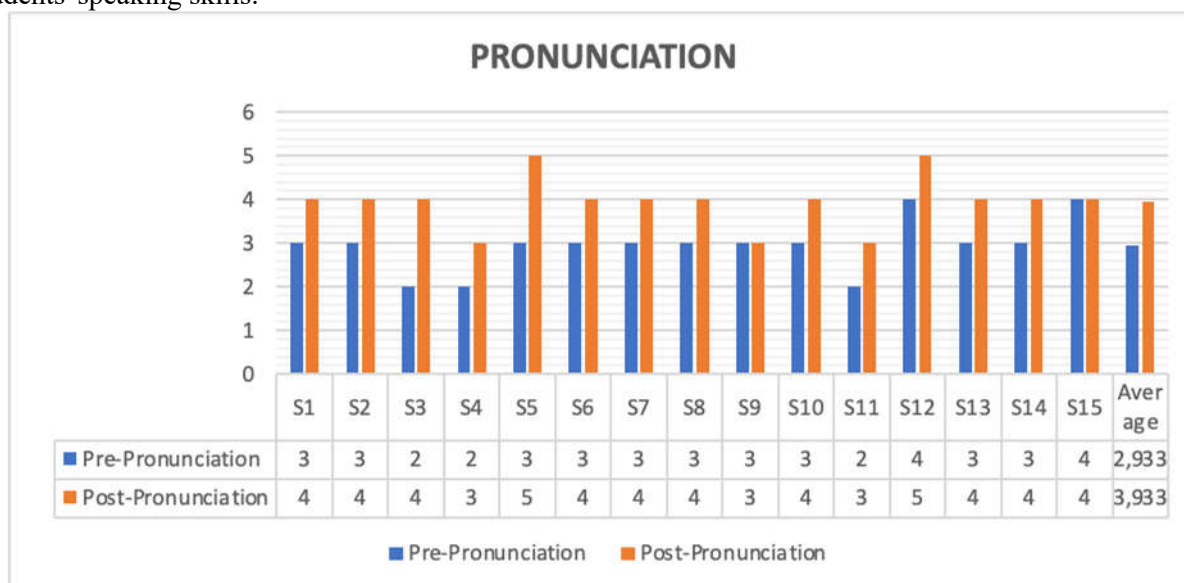


Figure 4.3. The average score of Pre-Pronunciation and Post-Pronunciation

Figure 4.3 shows the pre-test and post-test scores of each student in terms of pronunciation, which indicated that the student's pronunciation score after English film-dubbing activities treatment was higher than before. The overall average score was also significantly higher than that before treatment (pre-pronunciation=2.93, post-pronunciation=3.93), indicated that English film-dubbing activities are helpful for students to enhance their speaking.

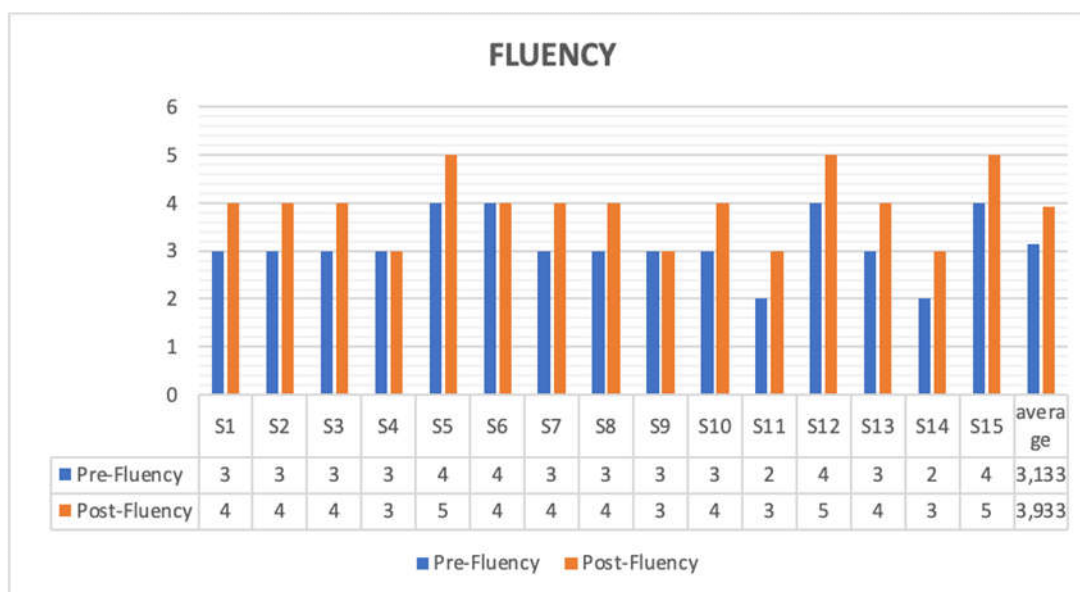


Figure 4.4. The average score of Pre-Fluency and Post-Fluency

Figure 4.4 represents the pre-test and post-test scores of each student in terms of fluency. The figure shows that the fluency scores of the students after the film-dubbing activities treatment are higher than that before the treatment. The overall average score was also higher than before treatment (pre-fluency=3.13, post-fluency=3.93), indicated that film-dubbing activities can enhance students' speaking skills.

Research question 2: What are the opinions of AEP first-year students at National University on the use of English film-dubbing activities in enhancing English speaking skills?

The questionnaire survey was conducted after students had undergone the treatment of English film-dubbing activities. The researcher sent a 8-item questionnaire (Table 4.1) to 15 students in the sample group to investigate their opinions on using these activities in enhancing their speaking skills. The data were scored using the Likert Scale. The rating scales are as follows: 5= Strongly agree, 4= Agree, 3= Neither agree nor disagree, 2= Disagree, 1= Strongly disagree.

Table 4.1. Mean Scores of Questionnaires

Item	Question	n	Mean	Level
1	I have enriched my vocabulary through English film-dubbing activities	15	4.27	Strongly agree
2	I have improved my grammar through English film-dubbing activities	15	4.40	Strongly agree
3	I think that English film-dubbing activities have improved my pronunciation	15	4.67	Strongly agree
4	I have enhanced my fluency in speaking English	15	4.67	Strongly agree
5	I have felt more confident in speaking English by English film-dubbing activities	15	4.73	Strongly agree
6	I feel that I have more interest in learning English speaking skill	15	4.67	Strongly agree
7	I think that I have enhanced my cooperation ability through English film-dubbing activities	15	4.53	Strongly agree
8	I think that English film-dubbing activities have enhanced the relationship between teachers and students.	15	4.15	Agree

According to the Likert scale range level, 4.21 - 5.0 is strongly agree; 3.41 - 4.20 is agree; 2.61 - 3.40 is Neither agree nor disagree; 1.81 - 2.60 is disagree and 1.00 -1.80 is Strongly disagree. It can be seen in Table 4.1 that seven out of eight questions have an average score of 4.21 or more. These scores mean "Strongly agree". The results indicate that students benefit many advantages in using English film-dubbing activities in enhancing their speaking skills. Specially, question 5 (I have felt more confident in speaking English by English film-dubbing activities), question 3 (I think that English film-dubbing activities have improved my pronunciation), question 4 (I have enhanced my fluency in speaking English) and question 6 (I feel that I have more interest in learning English speaking skill) have the highest average scores (4.73 and 4.67 respectively) . The findings prove that the students have positive opinions on the treatment of English film-dubbing activities.

Therefore, through the analysis and detailed explanation of the questionnaire, the students in the sample group had positive attitudes on using English film-dubbing activities to enhance their speaking skills.

5. Conclusion

This study has achieved two major research findings. The first one was that using English film-dubbing activities can enhance speaking skills of AEP first-year students. The second finding was that students have positive opinions about English film-dubbing activities.

The first finding mainly comes from the analysis of the score of pre-test and post-test of the sample group of students. The results showed a significant difference between the mean score of pre-test and post-test in the students' sample group. It means that the score of the post-test was higher than that of the pre-test. Therefore, the researcher concluded that the use of English film-dubbing activities could enhance first-year students' speaking skills. Furthermore, this also proves that film is an effective teaching method in English teaching. Most of the sample group students achieved significant improvement in their performance, which may be because the fun of English film-dubbing activities enhanced students' confidence through the stages of active watching, repetitive content, and role-playing.

This study set up 8-item questionnaire aiming to collect the opinions of the sample group of students on the enhancement of students' speaking skills while doing English film-dubbing activities. According to the questionnaire's data analysis, the mean scores of eight questions are all at high level. Therefore, it showed that students have positive attitudes towards using English film-dubbing activities to enhance AEP first-year students speaking skills at NEU.

Based on this research's findings and results, it may have certain reference and guiding significance for future research. To avoid wasting time and energy in future research, future researchers can discover some problems through this research and evade related errors. The future research may continue studying whether this method also improve other skills of students in learning English such as listening and writing.

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Cải thiện kỹ năng Nói thông qua hoạt động lồng tiếng phim: Nghiên cứu trường hợp với sinh viên hệ Chất lượng cao của Đại học Kinh tế quốc dân

Tóm tắt: Nghiên cứu được thực hiện nhằm tìm hiểu xem hoạt động lồng tiếng phim có cải thiện kỹ năng Nói của sinh viên chương trình Tiên tiến, Chất lượng cao tại Trường Đại học Kinh tế quốc dân hay không. 15 sinh viên năm thứ nhất từ 5 lớp khác nhau của chương trình được lựa chọn ngẫu nhiên. Tác giả thu thập thông tin thông qua các bài Pre-test và Post-test và bảng hỏi. Sau quá trình thử nghiệm, kết quả Pre-test và Post-test của sinh viên được đưa ra đối sánh. Kết quả chỉ ra rằng, các yếu tố trong kỹ năng Nói bao gồm Ngữ pháp, Từ vựng, Phát âm, Độ trôi chảy của nhóm sinh viên thử nghiệm này đều được cải thiện. Sinh viên có những phản hồi tích cực về phương pháp lồng tiếng phim. Họ cho rằng, hoạt động này giúp cho việc Nói của họ trở nên thú vị và hiệu quả hơn. Dựa vào kết quả tìm được, tác giả cũng gợi ý việc tìm hiểu phương pháp này có thực sự hiệu quả với các kỹ năng Viết và Nghe trong các nghiên cứu tiếp trong tương lai.

Từ khoá: hoạt động lồng tiếng phim; kỹ năng nói; động lực.