

## Exploring the Utility of Video-Dubbing Tasks in Promoting English Learning

### A. Background

Video-dubbing, in its simplest form, reflects the process of substituting voices and sound effects for the existing soundtrack of a full-length video or a selected video segment (Burston, 2005). In the context of foreign/second language (L2) learning, this particular application of video technology has found scholarly endorsement (e.g., Babaszewski, 2002; Baños & Sokoli, 2015; Cakir, 2006; Danan, 2010; Kumai, 1996; Wakefield, 2014; Yachi & Karimata, 2008) and theoretical support (e.g., Nunan, 2006; Robinson, 2001, 2007, 2011; Skehen, 1998) for its potential in contributing favorably to the learning processes and outcomes in myriad manners.

This academic project set out to examine the effects of completing video-dubbing tasks on L2 speaking proficiency and investigate their influences on selected individual difference variables (i.e., English public speaking anxiety, willingness to communicate in English, self-efficacy in English speaking) and a social dimension of L2 learning (i.e., classroom group dynamics). The derived findings would allow the current researcher to propose a model for incorporating video-dubbing tasks into L2 classrooms to ameliorate the three issues that commonly impede efficient L2 learning (i.e., scarce language practice opportunities, limited attention to individual difference variables, and insufficient social interactions) by making available additional language practice opportunities to promote favorable changes to public speaking anxiety, willingness to communicate, self-efficacy, and classroom group dynamics.

### B. Literature Review

Video-dubbing has been claimed or demonstrated to constitute a meaningful task that comes equipped with many benefits for L2 learning processes and outcomes: (1) offering substantial listening, reading, and speaking practices to help L2 learners advance their linguistic competence (e.g., Danan, 2010; Kumai, 1996; Wakefield, 2014), (2) serving as a less intimidating public task that reduces language anxiety (Burston, 2005), (3) cultivating a stronger peer bond (Shevchenko & Blanco-Arrejo, 2005, as cited in Danan, 2010) and a strengthened sense of community (Babaszewski, 2002), (4) providing more interactive and entertaining learning processes (Baños & Sokoli, 2015; Cakir, 2006), (5) supplying opportunities for additional language practices outside the classroom (Burston, 2005; Yachi & Karimata, 2008). It also finds theoretical support from task-based language teaching (TBLT) for its potential utility in promoting L2 learning because it possesses the features of the tasks considered as meaningful in this teaching approach: authentic materials, process-orientedness, task

completion as the priority, and real-world connections (i.e., Nunan, 2006; Skehen, 1998).

However, despite the scholarly and theoretical support, only fragmented efforts have hitherto been made to examine the effects of completing video-dubbing tasks on L2 learning performance and the extant studies have all been limited to an extent due to their research design (e.g., Chiu, 2012; Danan, 2010; He & Wasuntarasophit, 2015; Talavan & Costal, 2017). This project, in response, conducted an empirical study involving both an experimental group and a comparison group to explore the influence of video-dubbing tasks on L2 speaking skills, selected individual difference variables (i.e., English public speaking anxiety, willingness to communication in English, and self-efficacy in English speaking) and classroom group dynamics.

Proceeding from these purposes, this project addressed the research questions that go as follows.

1. How does the completion of video-dubbing tasks influence English speaking skills?
2. How does the completion of video-dubbing tasks influence (1) English public speaking anxiety, (2) willingness to communicate in English, (3) self-efficacy in English speaking, and (4) classroom group dynamics?

## **C. Method**

### **1. Research methodology**

The current researcher addressed the two questions set forth for this academic project by employing a pre-post experimental design. Two intact classes of EFL college students at the intermediate level of English proficiency were randomly assigned to either the experimental group (i.e., the dubbing group) or the comparison group and engaged in different activities according to their group membership.

### **2. Participants**

A total of 57 EFL college students from two intact classes were recruited to take part in this academic project. These two classes represent two sections of an undergraduate-level course that aims to improve the English skills of the non-English-majored students enrolled in a public Taiwanese university and thus follow the same syllabus. These students, consisting of 32 males and 25 females and averaging 19 years of age, have garnered an average of 12 years of formal education in English prior to taking these classes. They came from a wide range of academic disciplines, such as Mathematics, Sociology, Physical Therapy, Political Science, and so forth.

### **3. The video-dubbing task**

In attempts for the participating students to reap the benefits reported by the prior research and those inherent in the task-based language teaching (TBLT), the current researcher developed a video-dubbing task with reference to those tasks employed in the prior research (e.g., Babaszewski, 2002; Baños & Sokoli, 2015; Cakir, 2006; Danan, 2010; Kumai, 1996; Wakefield, 2014; Yachi & Karimata, 2008) and the features characterizing the TBLT (e.g., Nunan, 2006; Skehen, 1998). To complete this L2 learning task, the students, in groups of three members, would need to choose a video clip and record their own voices over the original monologues and dialogues and the sound effects, submit the dubbed clip to the instructor in the digital format, and perform the dubbing of the chosen video clip again in class. In this project, they finished a total of two video-dubbing tasks featuring self-selected video clips.

To finish each video-dubbing task, the students undertook seven consecutive steps: (a) selecting a video clip, (b) removing the original soundtrack, (c) rehearsing the monologues and dialogues, (d) creating a new soundtrack, (e) combining the video clip with the new soundtrack, (f) submitting the dubbed video clip, and (g) performing the video-dubbing in class.

### **4. Research instruments**

The present researcher collected relevant data to help address the two questions posed for this project by employing five sets of research instruments: the English public speaking anxiety (EPSA) scale, the willingness to communicate in English (WTCE) scale, the self-efficacy in English speaking (SEES) scale, the classroom group dynamics (CGD) scale, and the GEPT Intermediate Level – Speaking (GEPTI-S). First, the EPSA scale, adapted from the personal report of public speaking anxiety established by McCroskey (1970), assesses the degree of fear that learners experience when delivering an English speech to an audience. Second, the WTCE scale, derived by modifying the willingness to communicate scale constructed by McCroskey (1992), reveals the probability of initiating communication in English when learners are free to do so. Third, the SEES scale, developed based on the can-do inventory of speaking tasks for the Test of English for International Communication (TOEIC, Powers, Kim, Weng, & VanWinkle, 2010), gauges the extent or strength of learners' beliefs in their own ability to complete speaking tasks in English. Fourth, the CGD scale, adopted from the motivation and classroom group dynamics questionnaire by Matsubara (2007), explores the L2 classroom group dynamics by tapping into the four aspects of this construct (i.e., attitude towards group work, attitude towards the structure of group, preference for student-centered approach, and group cohesion). Fifth, the GEPTI-S aims to assess test-takers' English speaking ability to “make

inquiries and conduct conversations on daily life topics... [and] discuss or describe personal experiences in general” (LTTC, n.d) and includes three task types with a total of 12 tasks: reading aloud, answering questions, and picture description.

## 5. Implementation Procedure

Figure 1 graphically presents the implementation procedure for the two groups: the dubbing group and the comparison group. Firstly, both the dubbing group and the comparison group took the pre-test by responding to the four self-report scales (i.e., the EPSA scale, the WTCE scale, the SEES scale, and the CGD scale) and sat for the first set of GEPTI-S. Secondly, for the students in the dubbing group, the instructor detailed the guidelines of the video-dubbing task and engaged them in a hands-on video-dubbing exercise. Thirdly, the dubbing group completed two video-dubbing tasks (i.e., video-dubbing task #1 and video-dubbing task #2); during the weeks when the dubbing group performed the live dubbing act, the comparison group watched movies in the target language. Fourthly, at the conclusion of this study, both groups took the post-test which similarly consisted of the four self-report scales and the second set of GEPTI-S.

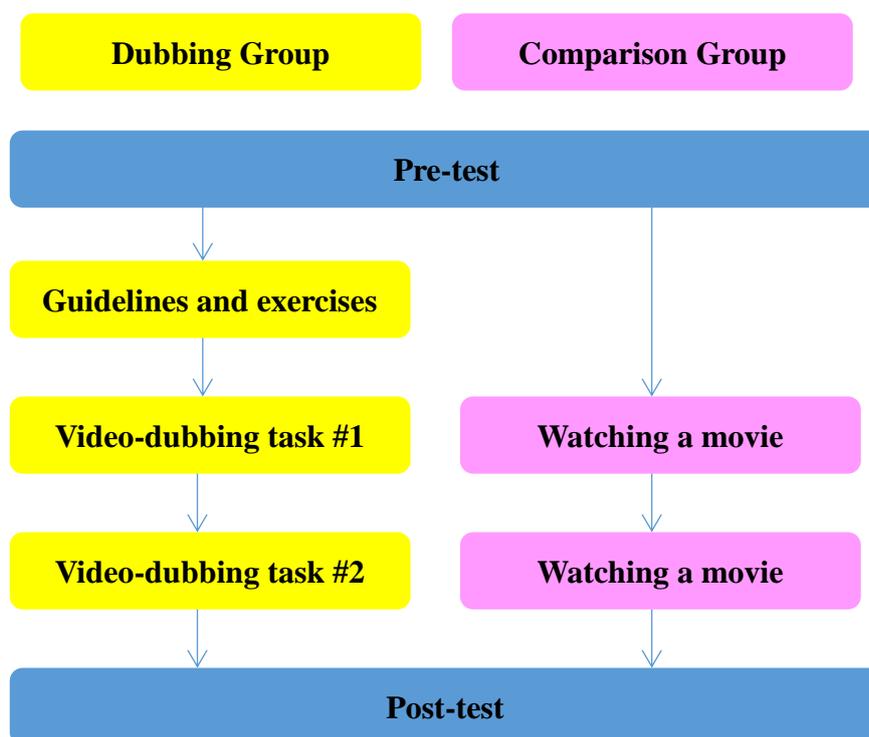


Figure 1. The flow chart for the implementation procedure

## 6. Data analysis

To examine whether the video-dubbing tasks indeed gave rise to changes in English speaking skills, EPSA, WTCE, SEES, and CGD, the current researcher compared the dubbing group and the comparison group in terms of these five constructs assessed at the two time points (pre-test and post-test) by performing multiple analyses of covariance (ANCOVAs). Specifically, the researcher first coded the answers to the four self-report scales and rated the oral responses to the GEPTI-S. Next, he ensured the assumptions underlying ANCOVA operations have been met, namely, the assumptions about normality, linearity, homoscedasticity, independence of the covariate and treatment effect, and homogeneity of regression slopes (Field, 2009). Subsequently, the researcher performed a total of seven ANCOVAs with the intent to address the two research questions.

### D. Results

To address the first research question that inquired about the impact of completing video-dubbing tasks on English speaking skills, the researcher conducted three one-way ANCOVAs to evaluate this impact on (1) overall speaking proficiency, (2) pronunciation, and (3) intonation. As evinced by Table 1, Table 2, and Table 3, respectively, undertaking video-dubbing tasks has produced a statistically significant impact on overall speaking proficiency [ $F(1, 54) = 10.06, p = .003$ ], pronunciation [ $F(1, 54) = 6.57, p = .013$ ], and intonation [ $F(1, 54) = 14.26, p < .01$ ]. Put differently, the video-dubbing experience has enabled the dubbing group to achieve substantial gains in English speaking skills.

Table 1

*ANCOVA Results and Descriptive Statistics for Post-study Overall Proficiency by Pre-study Overall Proficiency and Dubbing*

Group	N	M	SD
Comparison group	27	18.37	1.76
Dubbing group	30	18.92	1.56

Source of Variation	SS	df	MS	F	Sig.
Pre-study proficiency	85.55	1	85.55	70.75	.00**
Grouping	12.16	1	12.16	10.06	.003**
Error	65.29	54	1.21		
Total	19997.	57			

\* $p < .05$ ; \*\* $p < .01$

Table 2

*ANCOVA Results and Descriptive Statistics for Post-study Pronunciation by Pre-study Pronunciation and Dubbing*

Group	N	M	SD		
Comparison group	27	3.89	.35		
Dubbing group	30	4.07	.17		
Source of Variation	SS	df	MS	F	Sig.
Pre-study pronunciation	.75	1	.75	12.30	.001**
Grouping	.40	1	.40	6.57	.013*
Error	3.29	54	.06		
Total	908.50	57			

\* $p < .05$ ; \*\* $p < .01$ 

Table 3

*ANCOVA Results and Descriptive Statistics for Post-study Intonation by Pre-study Intonation and Dubbing*

Group	N	M	SD		
Comparison group	27	3.46	.34		
Dubbing group	30	3.70	.39		
Source of Variation	SS	df	MS	F	Sig.
Pre-study intonation	2.62	1	2.62	30.52	.00**
Grouping	1.23	1	1.23	14.26	.00**
Error	4.64	54	.09		
Total	741.75	57			

\* $p < .05$ ; \*\* $p < .01$ 

The second research question aimed to unveil the influence of completing video-dubbing tasks on three individual difference variables (i.e., EPSA, WTCE, SEES) and a social dimension of L2 learning (i.e., CGD). The computation of four one-way ANCOVAs revealed that the comparison of the dubbing group and the comparison group significantly favored the former in terms of WTCE [ $F(1, 54) = 9.56, p < .01$ ], SEES [ $F(1, 54) = 4.04, p = .049$ ], and CGD [ $F(1, 54) = 5.52, p = .02$ ], as shown in Tables 5-7. However, the post-study EPSA endured by the two groups did not differ in a statistically significant manner [ $F(1, 54) = .20, p = .66$ ](Table 4). Stated alternatively, video-dubbing could give rise to increases in WTCE, SEES, and CGD but exert no effects on EPSA.

Table 4

*ANCOVA Results and Descriptive Statistics for Post-study EPSA by Pre-study EPSA and Dubbing*

Group	N	M	SD		
Comparison group	27	115.81	24.49		
Dubbing group	30	117.93	13.92		
Source of Variation	SS	df	MS	F	Sig.
Pre-study EPSA	12311.90	1	12311.90	74.67	.00**
Grouping	32.16	1	32.16	.20	.66
Error	8904.05	54	164.89		
Total	800617	57			

\*p<.05; \*\*p<.01

Table 5

*ANCOVA Results and Descriptive Statistics for Post-study WTCE by Pre-study WTCE and Dubbing*

Group	N	M	SD		
Comparison group	27	70.89	15.60		
Dubbing group	30	79.23	14.02		
Source of Variation	SS	df	MS	F	Sig.
Pre-study WTCE	6510.58	1	6510.58	63.72	.00**
Grouping	976.28	1	976.28	9.56	.002**
Error	5517.46	54	102.18		
Total	336047	57			

\*p<.05; \*\*p<.01

Table 6

*ANCOVA Results and Descriptive Statistics for Post-study SEES by Pre-study SEES and Dubbing*

Group	N	M	SD		
Comparison group	27	106.44	32.06		
Dubbing group	30	118.63	19.15		
Source of Variation	SS	df	MS	F	Sig.
Pre-study SEES	14050.81	1	14050.81	32.55	.00**
Grouping	1745.59	1	1745.59	4.04	.049**
Error	23308.83	54	431.65		
Total	765497	57			

\*p<.05; \*\*p<.01

Table 7

*ANCOVA Results and Descriptive Statistics for Post-study CGD by Pre-study CGD and Dubbing*

Group	N	M	SD		
Comparison group	27	60.59	6.08		
Dubbing group	30	62.67	4.83		
Source of Variation	SS	df	MS	F	Sig.
Pre-study CGD	470.95	1	470.95	21.81	.00**
Grouping	119.29	1	119.29	5.52	.02*
Error	1166.23	54	21.60		
Total	218580	57			

\* $p < .05$ ; \*\* $p < .01$

### **E. Results and Implications**

This research project set out to examine the impact of finishing video-dubbing tasks on L2 speaking proficiency, three individual difference variables (i.e., English public speaking anxiety, willingness to communicate in English, self-efficacy in English speaking), and one social aspect of L2 learning (i.e., classroom group dynamics). Following the conduct of seven one-way ANCOVAs, three major findings sprang up. First, video-dubbing tasks increased overall speaking proficiency and benefitted the aspects of pronunciation and intonation. Second, completing video-dubbing tasks led to the elevation of willingness to communicate in English, self-efficacy in English speaking, and classroom group dynamics. Third, English public speaking anxiety did not diminish as a result of accomplishing video-dubbing tasks.

The findings derived in this academic endeavor carry potentially useful implications for L2 instruction and learning. For L2 instruction, it is recommended that L2 practitioners implement video-dubbing tasks to strengthen students' oral proficiency, willingness to communicate, and self-efficacy, and foster favorable classroom group dynamics. Yet, it is advised that they assign additional public speaking tasks to provide students with empirical experiences in hopes of alleviating their public speaking anxiety. For L2 learning, it is suggested that L2 learners capitalize on video-dubbing as a self-regulated learning instrument to augment their language performance.

## F. References

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