The Impacts of Video Dubbing on Non-English Major Students' Speaking Skills

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https://doi.org/10.54855/paic.2573

Received: 22/04/2025 Revision: 05/07/2025 Accepted: 02/07/2025 Online: 16/07/2025

ABSTRACT

This study examines the impacts of video dubbing on the speaking skills of first-year non-English major students at Hanoi University of Industry and evaluates their attitude towards this instructional approach. Participants were split into experimental and control groups. The experimental group participated in a 10-week learning intervention that included video dubbing, whereas the control group did not. Data collection methods included a pre-test, post-test, and teacher observation checklist, primarily for the experimental group, employing both quantitative and qualitative analyses. The findings indicate a noticeable improvement in participants' speaking skills among those exposed to video dubbing activities compared to those who were not. Additionally, experimental participants showed eagerness and heightened enthusiasm for learning during lessons that included video dubbing. The study suggests that video dubbing is a valuable teaching tool for language instructors and recommends further exploration of similar interventions in diverse regions and among different student cohorts, as well as focusing on other language skills, such as listening, reading, and writing.

Keywords: video dubbing, speaking skills, learning attitude, experimental

Introduction

Speaking is one of the vital productive skills and is probably the skill that challenges language learners the most (Leong & Ahmadi, 2017). It is also the skill that learners most aspire to master. Speaking proficiency is a vital component of language learning, impacting overall communication effectiveness and students' confidence (Lam, 2024). In today's globalized workforce, effective speaking skills are essential, as clear communication plays a vital role in professional settings. Therefore, both English-major and non-English-major students need strong speaking skills before entering the global workforce.

Recognizing the importance of speaking skills for students in their future work environments, Hanoi University of Industry has offered English for Occupational Purposes (EOP) courses to students of various majors. According to Tran et al. (2023), blended learning contributes to the development of digital literacy, enhances learners' motivation, and effectively supports

CITATION | Pham, H. Y., & Tran, T. T. T (2025). Investigating the Impact of PearDeck on Writing Instruction for English Major Students at Hanoi University of Industry. *Proceedings of the AsiaCALL International Conference*, 7, 23-33. ISSN: 2833-6836, ISBN: 979-8-9870112-7-0. DOI: https://doi.org/10.54855/paic.2573

classroom learning. These blended learning courses require learners to attend both online and offline lessons. Students learn vocabulary and grammar, complete related reading, listening, and writing tasks online through a learning platform before attending offline classes with the teachers. During offline classes, a range of speaking activities is implemented to engage students in interactions with teachers and peers and facilitate the practical application of their acquired vocabulary and grammar in oral communication. However, despite the emphasis on speaking skills, students continue to struggle with them. To enhance their speaking competence, teachers have incorporated various computer-based activities into educational contexts. Among these activities, video dubbing is an innovative technique that enables users to revoice characters in films or videos, providing them with an opportunity to practice speaking English in a dynamic and context-rich environment (Florente, 2016).

While prior research has focused mainly on English-major students or secondary school learners, with limited investigation on non-English major students who often face different linguistic challenges (He & Wasuntarasophit, 2015; Pamungkas, 2019b), additionally, many studies primarily examine pronunciation and learner attitudes, neglecting a comprehensive analysis of key speaking subskills such as grammar, vocabulary, fluency, and comprehension (Nguyen et al, 2025; Bui, 2021; Chiu, 2011). This study was conducted in the context of English for Occupational Purposes (EOP), aiming to address a specific research gap in language pedagogy for non-English major learners. Employing an experimental research design with both experimental and control groups, the study aims to investigate the impact of video dubbing on enhancing the speaking proficiency of non-English major students, and to examine whether this technique improves their pronunciation, fluency, vocabulary, grammar, and comprehension in speaking. By addressing the research question of how video dubbing influences speaking skills, this research aims to contribute to the development of more effective language learning strategies for non-English major students.

Literature review

Definition of speaking skills

Speaking is the productive use of language to convey meaning and accomplish communicative goals in real-time interaction. Brown (2004) characterizes it as the process of expressing ideas clearly and effectively in verbal form to convey a message. Chaney (1998) further emphasizes that successful speaking involves not only verbal symbols but also non-verbal communication within varied contextual frameworks. Richards (2008) adds that speaking competence depends on both linguistic knowledge and the ability to use this knowledge adaptively during interpersonal exchanges. Collectively, these perspectives highlight speaking as a complex, interactive activity rooted in meaning-making and a dynamic response to the demands of communication.

Overall, speaking skills encompass the ability to communicate verbally in various forms (presenting problems, explaining, instructing) and the capacity to successfully initiate and maintain conversations, discussions, and exchanges.

Criteria for assessing speaking skills

To evaluate speaking skills, Brown (2021) and Luoma (2020) proposed five common criteria: Pronunciation, Vocabulary, Grammar, Fluency, and Comprehension. These are also widely recognized as the core sub-skills of speaking.

Pronunciation is the way speakers produce clear language when they speak. It includes the

articulation of individual sounds, stress, and intonation. Brown (2001) states that a key characteristic of English pronunciation is the stress-timed rhythm of spoken English, along with its associated intonation patterns. This means that the speaker has to use clear language to convey a clear message to the audience.

Vocabulary plays an essential role in both oral and written communication, enabling language learners to express their ideas and communicate effectively. According to Nation (2020), vocabulary encompasses not only individual words but also collocations and fixed expressions that can be used appropriately in context. A sufficient vocabulary of common words (common expressions, prepositions, linking words, etc.) offers significant advantages by allowing learners to articulate their thoughts clearly and flexibly (Laufer & Goldstein, 2020).

Grammar is not merely a collection of language rules but also encompasses an understanding of how these rules are applied in real-life contexts. According to Larsen-Freeman and Celce-Murcia (2020), grammar includes aspects such as sentence structure, tenses, subject-verb agreement, and word order. Language students need to learn grammar in a flexible and practical manner, enabling them to apply their knowledge more effectively in real-life communication situations.

Fluency is the ability to speak fluently and naturally without interruption; it is the main factor in assessing language proficiency (Thornbury, 2022). Meanwhile, Nation and Yamamoto (2021) argue that fluency is not only related to speaking speed, but it is also a combination of vocabulary, grammar, and pronunciation in real-life contexts. To develop fluency in speaking, learners need to participate in various daily situations and receive feedback from teachers and classmates.

Comprehension is the ability to understand, grasp, or discern the main point from another person or a partner in conversation. It means that if a person can speak or express their words to another person and the other person can give a response and understand the aims, it shows that the speaking is comprehensible (Shalihah, 2020).

Definition of video dubbing

Dubbing is the process of adding sounds or voice tracks to videos or films when their original voice track is muted. According to Burston (2005), video dubbing refers to the process of replacing a voice in a video or movie, and it is an effective way for students of any age to learn a language. In addition to helping students learn vocabulary and grammar, video dubbing enables learners to practice their communication skills in real-life scenarios (Richards & Renandya, 2020). Nation and Yamamoto (2021) emphasize that video dubbing is a versatile tool that helps students improve pronunciation, fluency, and confidence in communication. Furthermore, video dubbing is an innovative teaching tool that allows students to practice phonetics, stress, and intonation, while also enhancing vocabulary and grammar in real-world communicative contexts.

The benefits of video dubbing in teaching speaking skills

Video dubbing is a creative tool in foreign language teaching and learning. It is also an effective method for providing students with opportunities to develop core language skills, including vocabulary, grammar, pronunciation, fluency, and comprehension.

Vocabulary

Dubbing provides contextualized exposure to lexical items. By mimicking the actors' speech, students must learn and use the words in different contexts, which enhances their ability to remember new words effectively and expand their vocabulary (Nguyen et al., 2025; Hwang et

al., 2025). Bui (2021) also observed that students retained and reused dubbed vocabulary more effectively in oral tasks compared to those in traditional instruction, given that students better understood how to use appropriate words and fixed expressions through video dubbing.

Grammar

Grammar acquisition benefits from dubbing, which exposes learners to various sentence structures and their practical application in real communication. Nation and Yamamoto (2021) point out that video dubbing encourages students to pay attention to how tense and complex sentence structures are used, as well as how to form questions in real-life contexts, thereby improving their understanding of syntactic patterns. Dubbing and watching the video simultaneously promotes students' attention to grammatical accuracy (Wati & Rozimela, 2019). However, as noted by Yeh et al. (2022), grammatical improvement may depend on explicit scaffolding and post-dubbing reflection.

Pronunciation

Several studies have emphasized that video dubbing significantly improves students' pronunciation by requiring them to accurately replicate the tone, accent, and rhythm of native speakers in the video (Chiu, 2012; Nguyen et al., 2025; Tran, 2021). By imitating the speech of actors in real-time, students learn how to pronounce words correctly and develop a more natural flow of speech (Pamungkas, 2019b; Thornbury, 2022). Furthermore, Yeh et al. (2022) found that regular dubbing practice fosters better pronunciation accuracy and self-monitoring in learners' spoken output.

Fluency

Video dubbing can help students speak more fluently, which is perhaps the most visibly enhanced sub-skill through dubbing. Not only do they practice speaking speed, but they also learn how to connect words and phrases to form coherent sentences. By matching the pace and continuity of the actors in videos, students can practice chunking without hesitation, thus facilitating smoother delivery (Yeh et al., 2022; Park, 2022). Dubbing tasks simulate spontaneous communication under time pressure, fostering automaticity and confidence in oral expression (Pamungkas, 2019a; Tran, 2021).

Comprehension

By encouraging students to engage in both speech elements and visual signals, their listening and comprehension skills are enhanced (Nguyen, 2023; Tran, 2021; Truong et al., 2022). Given the combination of audio-visual input, students can grasp idiomatic expressions and nuances of words that are often overlooked in conventional teaching methods. Learners must understand the original speech thoroughly before attempting to mimic it, which enhances their ability to decode and infer (Phan et al., 2025).

Previous studies

Research on the use of video dubbing as a tool to improve English speaking skills has gradually gained attention in recent years. He and Wasuntarasophit (2015) conducted a study on vocational college students in China, finding that video dubbing tasks significantly improved students' speaking ability by providing authentic language and opportunities for repetitive practice. Similarly, Chiu (2011) investigated film dubbing projects and demonstrated their positive effects on EFL learners' acquisition of English pronunciation, highlighting the integration of listening and speaking skills through mimicking native-like intonation and rhythm. She affirmed that the film dubbing project helps learners develop pronunciation and listening skills.

Recent studies in Vietnam, such as those by Nguyen et al. (2025) and Bui (2021), have shown that video dubbing not only improves pronunciation but also makes students more interested and confident when speaking. Jao et al. (2022) also affirmed the effectiveness of dubbing in improving students' fluency and communication skills. Pamungkas (2019a, 2019b), Park (2022), Tran (2021), and Wati & Rozimela (2019) all emphasized that dubbing not only helps pronunciation but also increases learners' confidence and motivation to learn.

However, most studies focus mainly on pronunciation and speaking skills of professional or vocational students, with few studies expanding on the impact of dubbing videos on other sub-skills such as vocabulary, grammar, or speaking comprehension, especially for non-English major students. This area warrants further exploration in future studies. To fill this gap, this study was conducted to investigate the effectiveness of video dubbing in enhancing speaking skills and learning motivation among non-English major students.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research question:

What are the impacts of video dubbing on students' speaking skills?

Methods

Pedagogical Setting & Participants

The study was conducted at Hanoi University of Industry with 60 non-English first-year students aged 18 to 20. All of the participants are studying Information Technology at a University in Hanoi. Participants' English proficiency is equivalent to level A2 in the CEFR, and all of them achieved a grade of D in the speaking examination of their school English subject. They presented a strong motivation for improving their English speaking and willingly participated in the project. These characteristics made them ideal for testing video dubbing, an innovative and contextual pedagogical tool.

Participants are divided into two established classes. Each class consists of 30 students, with one class (023) designated as the experimental group and the other (015) as the control group. This equal division supported robust comparisons and aligned with the experimental design.

Design of the Study

This experimental research employed a non-equivalent groups design, incorporating pre-tests and post-tests to assess the effectiveness of video dubbing practice in enhancing students' speaking skills. The experimental group underwent a pre-test, a ten-week intervention with integrated video dubbing activities, and a post-test. The control group participated only in the pre-test and post-test, without any intervention.

Procedure

During the ten-week treatment, participants were instructed using eight different videos. The experiment occurred during regular class periods, with each week consisting of two English lessons. Both classes received shared learning outcomes, thereby teaching shared content researchers to mitigate any effects related to the teacher's personality. The scores from the pre-test and post-test were compared and analyzed by the researcher. The intervention included eight different instructional videos specifically chosen to align with the learning objectives. Pre-tests and post-tests were designed to evaluate speaking skills, while observation notes were used to record qualitative data.

Students took the tests orally. A pre-test was administered prior to the experiment to assess students' speaking abilities. The post-test, on the other hand, took place after the experiment, revealing the numerical effects of video dubbing on participants' speaking abilities. The oral tests included three parts. Part 1 required students to address simple questions on regular subjects such as daily life or physical appearance. Part 2 was a pair work assessing students' communication in real-life situations. The last part examined students' short speeches on a given topic, such as a job or the weather. Students were scored on a scale of 10 based on a speaking descriptor designed by the English faculty of researchers. This access tool was exclusively designed for a three-part speaking examination used in both pre-tests and post-tests.

Video dubbing was implemented in the classroom according to 5 steps, including: (1) Preparation, (2) Comprehension checking, (3) Silent viewing, (4) Repetition and role-play, (5) Reproduction. First, students were guided to focus on the videos. They could take notes on the information in the video. This step allows them to get specific information about the video. This was followed by the Comprehension step, in which they were prompted to engage in comprehensive activities in reading worksheets. Next, they watched the videos without sound. This step helps them stimulate their ideas and predict what the speaker is going to say by just watching visual explanations. After that, Repetition with certain scenes was played to help students practice word pronunciation. Students were asked to repeat what was said in the videos. In the last step, students were asked to reproduce the information they had learnt from the videos. This final step enabled students to recall the information and practice their newly acquired language through a classroom activity. The activities were either suggested by teachers or created by students.

With regard to videos for dubbing, they were likely selected to include clear, simple dialogues with native-like pronunciation, stress, and intonation patterns, enabling students to practice accessible yet challenging language. Additionally, IT-related and workplace scenarios were incorporated into preparing students for professional communication, aligning with the EOP curriculum.

Data collection & analysis

Data collection methods included pre-tests, post-tests, and teacher observations, employing both quantitative and qualitative analyses. Observations were documented systematically to capture changes in students' attitudes and engagement.

The data were analyzed using both qualitative and quantitative methods. Notably, the qualitative data, primarily illustrated by observations of the experimental group, was collected through a classroom observation checklist. It recorded students' learning attitudes, engagement, and interaction throughout the lessons with video dubbing. The instrument included rating items on a 4-point scale and brief qualitative notes for each category to provide context and examples.

Quantitative data were coded using SPSS and then compared and reported in tables. Data analysis included calculating the Mean (M), Standard Deviation (SD), T-value, and Two-tailed test (Sig(2-tailed)) to assess differences between pre-test and post-test scores. The mean scores for each criterion (pronunciation, vocabulary, grammar, fluency, and comprehension) and the total average were calculated for both groups in the pre-test and post-test phases. SD assesses the variability of scores within each group. These statistics provide insights into score consistency and spread. T-value compares scores within each group for each criterion and the total average to determine if the mean is statistically significant. The two-tailed Test (Sig(2-

tailed)) p-value was run to ensure the objectivity and shows the statistical significance of the difference. The lower the p-value, the stronger the improvement is for each criterion.

Findings and discussion

Quantitative Findings

The study conducted a detailed analysis of the pre-test and post-test scores for both the experimental and control groups to assess the impact of video dubbing on the students' speaking skills. The data was collected from thirty students in each group, and the results are presented in Tables 1 and 2.

Table 1.

Paired sample T-test of the students' mean scores on the pre-test and the post-test of the experimental group

Exam	**Mean (pre-test)**	**Mean (post-test)**	**Standard Deviation (pre-test)**	**Standard Deviation (post-test)**	**T-value**	**Sig(2-tailed)**	**Degrees of freedom**
Pronunciation	2.10	2.97	0.92	0.93	-9.63	0.000	29
Vocabulary	2.17	2.93	1.05	1.20	-8.33	0.000	29
Grammar	2.23	2.97	0.97	1.07	-8.93	0.000	29
Fluency	2.03	2.90	0.96	0.99	-10.93	0.000	29
Comprehension	2.07	2.87	1.01	1.11	-10.93	0.000	29
Total average	2.12	2.93	0.982	1.06	-9.75	0.000	29

Table 2.

Paired sample T-test of the students' mean scores on the pre-test and the post-test of the control group

Exam	**Mean (pre-test)**	**Mean (post-test)**	**Standard Deviation (pre-test)**	**Standard Deviation (post-test)**	**T-value**	**Sig(2-tailed)**	**Degrees of freedom**
Pronunciation	2.07	2.33	0.87	0.80	-3.25	0.002	29
Vocabulary	2.07	2.47	1.01	1.14	-4.40	0.000	29
Grammar	2.17	2.47	1.02	0.90	-3.53	0.001	29
Fluency	2.13	2.30	1.17	1.21	-2.41	0.022	29
Comprehension	2.20	2.40	1.10	1.10	-2.69	0.011	29
Total average	2.12	2.39	0.96	0.94	-5.32	0.007	29

The findings from Table 1 reveal a significant improvement in the speaking skills of students in the experimental group who participated in video dubbing activities compared to the control group. As can be seen, the mean score in the experimental group experiences a significant increase in all evaluated aspects, with large negative T-values (-10.93 for fluency and comprehension, -9.63 for pronunciation) and p-values < 0.001 for all criteria, indicating significant improvements and underscoring the intervention's impact. Also, minimal increases in SD suggest consistent improvements across participants, with slightly more variability in vocabulary. Results suggest that video dubbing substantially enhanced all aspects of speaking skills, with the largest gains in fluency and pronunciation. Meanwhile, weaker significance is

found in the control group. Data from Table 2 show smaller T-values (-2.41 for fluency and -5.32 for total average), indicating weaker effects and higher p-values (> 0.002) in terms of pronunciation, fluency, and comprehension. Moreover, slight SD changes (from 0.87 to 0.80 for pronunciation and from 1.17 to 1.21 for fluency) suggest varied performance, with fluency showing increased variability.

Positive changes in the experimental group are likely due to a focus on native speech patterns and contextual practice (Chiu, 2011; Phan et al., 2025). This was in line with Burston's research (2005, p.90), which indicated that video dubbing can provide a rich source of activities in all language skill areas. Learning pronunciation by listening to the speech of native speakers, revoicing video can help learners improve their language comprehension (Florente, 2016, p. 63).

Qualitative Findings

The researchers found that in the first two weeks, students were eager yet confused, as they had never done video dubbing before. Most of the students attentively listened to the teacher and understood the instructions. The teachers in the control group provided participants with instructions on pronunciation, sentence stress, and intonation. Despite this, some students were reluctant to get involved, given their poor pronunciation and the difficulty of dubbing long sentences. As observed, they struggled to keep up with the rhythm and the characters' speech in the video. However, they managed to complete the process as required without asking for questions or assistance from teachers.

In the next two weeks, some positive changes have been manifested. The majority of students got used to the steps for dubbing a video. They became less dependent on teachers' guides and help. Instead, they were more proactive in group work, such as assigning roles or splitting up parts for dubbing. Moreover, students were observed to make an effort to speak more accurately by self-correcting multiple times. Over the following four weeks, students have shown a positive attitude toward the experimental teaching strategy, as evidenced by their expressions of openness and enjoyment during the activities. Some students shared their ideas on video resources that interested them. Additionally, assistance and peer feedback were observed during the activities. More teacher-student interactions were presented as students began asking questions for clarification and advice on how to improve their performance. Most students were able to repeat the characters' speech patterns and intonation. They were reported to present a greater sense of confidence and enjoyment in the implementation of dubbing. The fear of making mistakes seemed to disappear.

Upon the completion of the 10-week experiment, a significant positive change in the students' attitudes was seen. A higher degree of enthusiasm and engagement was attained. Furthermore, students were noticed to pay more attention to pronunciation, intonation, and the natural flow of sentences. Students not only improved their speaking skills but also developed a sense of community and mutual support through this collaborative activity. Hence, video dubbing has allowed students to enhance their learning experience and has proven its effectiveness as a pedagogical tool for speaking practice.

The qualitative findings illuminate the quantitative results, showing that the engaging and interactive nature of video dubbing reduced speaking anxiety and fostered enthusiasm, confidence, and collaboration. Shifts from initial confusing attitudes to proactive engagement and community building align with Park (2022) and Jao et al. (2022), who note the motivational benefits of dubbing. The reduction in fear of mistakes and increased peer feedback reflect a positive shift in learning attitude, likely amplifying the skill gains observed in Table 1.

Conclusion

In conclusion, by implementing experiments on the integration of video dubbing in language instruction, this study supports this innovative tool as a viable pedagogical tool for enhancing speaking skills in language learners. Results pointed out that the experimental group outperformed the control group, with larger mean increases and stronger statistical significance. Moreover, the study found that learning through video dubbing, despite some initial awkwardness, gradually fostered positive learning attitudes. It offers students the opportunity to be more active and motivated in their speaking practice, which can lead to a higher level of interaction and more positive learning outcomes.

However, certain limitations highlight areas for future improvement, including the small sample size, short intervention period, and context-specific focus. These possibly impede the generalizability of video-dubbing effects. Additionally, the exclusive focus on speaking skills and the lack of variation in proficiency narrow the study's scope. Hence, further studies should explore the impact of video dubbing across different populations and educational contexts. Language students or young learners may offer a fresh perspective on integrating video dubbing into English teaching. Research on the effectiveness of video dubbing on other language skills should also be explored in the future. In addition, longitudinal research with an intervention lasting more than 10 weeks can be considered to gain deeper insights into this pedagogical tool.

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Biodata

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