

USING ENGLISH FILM-DUBBING ACTIVITIES TO ENHANCE SPEAKING SKILLS OF FIRST YEAR CHINESE COLLEGE STUDENTS AT A PUBLIC UNIVERSITY IN CHINA

Wanqi Miao¹ and Supinda Lertilt²

¹Bilingual Education, Suryadhep Teachers College, Rangsit University,

²Doctoral Program in Educational Studies, Suryadhep Teachers College, Rangsit University, THAILAND.

¹wanqi.m61@rsu.ac.th, ²supinda.l@rsu.ac.th

ABSTRACT

The purposes of this research were: 1) to find the use of English film-dubbing activities to enhance the speaking skills of the first year Chinese college students, and 2) to investigate the opinions of the first year Chinese college students on the use of English film-dubbing activities in enhancing English speaking skills. In this study, 30 first year Chinese college students were selected by random sampling as the samples for experimental research, which took place at a public university in China in the 2019 academic year. A quantitative methodology was performed in this study. In data collection, the researcher applied 1) a rubric for scoring speaking skills in pre-test and post-tests, and 2) a set of questionnaires for a survey of students' opinions. In addition, this study utilized English film-dubbing activities as auxiliary teaching tools for enhancing speaking skills. The statistical methods used for data analysis were the paired sample t-test and descriptive analysis to analyse the means, standard deviations and percentages. The research results revealed that 1) using English film-dubbing activities could enhance the speaking skills of the first year Chinese college students, and that 2) the students' opinions on English film-dubbing activities were generally positive. The findings suggested that teachers could utilize English film-dubbing activities to enhance students' performance and interest in oral English learning. It is recommended that future researchers should conduct similar research in other regions or levels of student groups.

Keywords: English film-dubbing, Speaking skills, Enhance speaking skills

INTRODUCTION

With the continuous development of economic globalisation, English has played an increasingly significant role in society and education. Therefore, English teaching is considered as a compulsory educational course to meet the needs of the future (Cao, 2010). In the 21st century, all walks of life are in urgent need of interdisciplinary talents, requiring strong professional knowledge and fluent English communication. However, in China, oral communication skills are relatively backward, as most students find it difficult to apply their language-based knowledge to oral communication (Fu and Tang, 2011).

In order to ensure and improve the quality of English teaching, most cities in China have recently promulgated various teaching policies, plans and methods, which are highly valued by the government, educators and teachers. For instance, in July 2007, the Ministry of Education issued pertinent curriculum requirements of Chinese universities (The Ministry of China, 2007), which divided speaking expression skills into three levels:

Level 3: Be able to conduct smooth and accurate dialogue or discussion on general or professional topics; apply language concisely; summarize long and difficult articles or

speeches; read papers; participate in international conferences and professional exchanges and discussions.

Level 2: Fluent in English on general topics; basically, express personal opinions and feelings; basic statement of facts, reasons and events; express clearly and pronounces accurately with intonation.

Level 1: Have the communication skills in learning English, discussing around a topic; talk about daily topics in English, make short speeches around the topics, and express correct pronunciation, grammar and intonation in conversations; use basic conversation strategies.

However, the majority of Chinese students' speaking skills are not up to standard. The researcher compared the scores of Chinese students by using IELTS as an example. Compared with writing, reading and listening skills, Chinese students have the weakest speaking skills. Figure 1 presents the mean scores of IELTS students in China from 2017 to 2019.

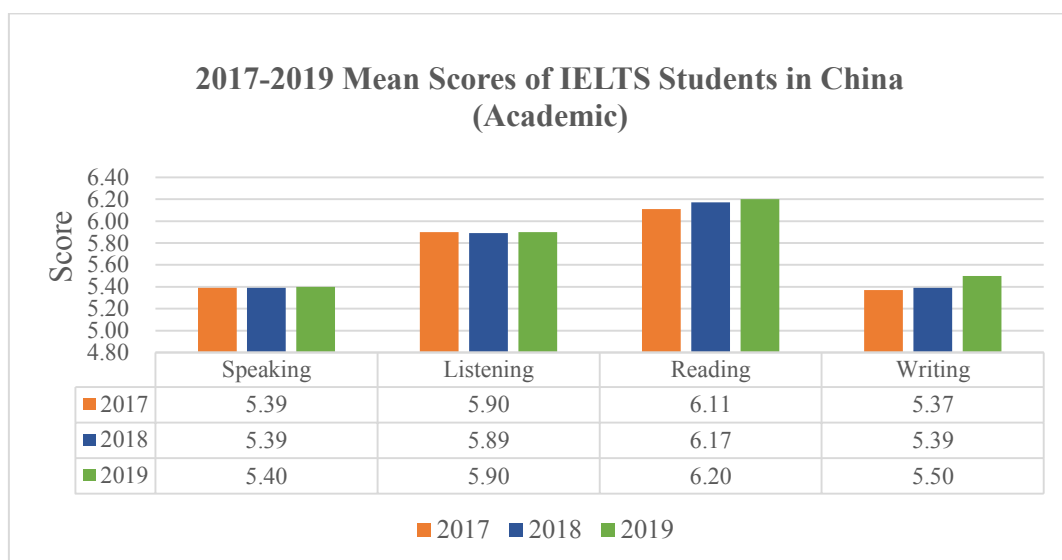


Figure 1. Mean scores of IELTS students in China. from 2017 to 2019

Source. 2019 IELTS Global Data Report (<https://weibo.com>)

As shown in Figure 1, the average academic score of Chinese students in speaking from 2017 to 2019 was lower than that of writing, reading and listening. In 2017, the average scores of reading, listening and writing were 6.11, 5.90 and 5.37, respectively; while the average scores of speaking were 5.39. In 2018, the average reading score remained the highest, reaching 6.17. As for the rest, the average of listening, writing and speaking was 5.89, 5.39 and 5.39, respectively. Obviously, there was no improvement in speaking performance. In 2019, the average reading score was 6.20, the average writing score was 5.50, the average listening score was 5.90, and the average speaking score was 5.40. From these data, Chinese students' speaking performance had remained low from 2017 to 2019.

Some teachers tend to pay more attention to students' reading and writing skills. As for the students' spoken English, it is often ignored. Indeed, speaking English has become one of the most serious problems in English learning nowadays. Therefore, effective teaching methods must be adopted to overcome the deficiencies in oral English teaching in China. Movies can be books and represent a new textbook concept. Similarly, they also provide an environment for language learning, and present new images to people with their colours, actions and shapes, thus greatly stimulating people's imagination (Han, 2010). Through watching foreign original films, students are able to integrate into foreigners' thoughts, cultures and languages.

In college English class, English movies with subtitles in both Chinese and English can make up for the deficiencies of oral English textbooks and hone a single teacher-centred teaching mode. Such a real context is conducive to language learning in a natural communicative environment. The words, sentences and proverbs learned by students are included in their language communication. Students can eventually expand their vocabulary knowledge and even enhance their pronunciation and intonation (Wang, 2014).

Various studies have shown that in the English learning process, English film-dubbing activities generally play a positive role in improving students' speaking skills, enhancing their self-confidence and learning motivation (Lei, 2015). To improve the quality of oral English teaching, this research attempts to utilize English film-dubbing activity therapy to improve students' speaking skills. This method aims to resolve some problems in oral English teaching. Teachers can apply English film-dubbing activities to overcome obstacles in English teaching and make their teaching tasks more vivid. This method can further increase the interest of oral English class, make the classroom atmosphere more relaxed and comfortable, and achieve better teaching effect.

To sum up, the researcher seeks to improve students' speaking skills through English film-dubbing activities in actual English classrooms.

RESEARCH OBJECTIVES

This research has two objectives, identified as follows:

- 1) To find the use of English film-dubbing activities to enhance the speaking skills of the first year Chinese College Students,
- 2) To investigate the opinions of the first year Chinese College students on the use of English film-dubbing activities in enhancing English speaking skills.

RESEARCH QUESTIONS

- 1) Will the English film-dubbing activities be able to enhance the first year Chinese College Students' speaking skills?
- 2) What are the opinions of the first year Chinese College students on the use of English film-dubbing activities in enhancing English speaking skills?

LITERATURE REVIEW

In 1932, the British Geographical Society announced that they would start using 200 projectors to teach geography in primary and secondary schools in Britain, which was the embryonic form of film teaching. In 1934, the British Film Academy advocated the use of films in history, science, physics, and other subjects. In 1956, the British Modern Language Association introduced film teaching into language teaching for the first time. In the late 1980s, Tuffs and Tudor (1990) introduced film teaching into English teaching as a second language. Film teaching has been widely applied in second language teaching and foreign language teaching (Li and Wang, 2015).

English films, with authentic language expression and real context of English teaching, have become a valuable material. The study on the combination of film clips dubbing and English teaching is a new field. The dialogues in the film clips are very colloquial, and most of them can be applied to daily life (Wu, 2018). In recent years, more and more teachers have used English films as teaching content in college English speaking teaching, which has improved students' oral English ability to some extent and gradually demonstrated the superiority of this method (Bashir, 2011). There are many films, covering all aspects of society, but this

does not mean that every movie is suitable for classroom teaching. Therefore, how to make reasonable use of English film resources is an issue to be explored.

Selection of Films

When choosing movies, teachers should choose the one with local English pronunciation, substantial and healthy contents, specific educational significance, easy-to-understand lines and simple and attractive stories. When it comes to the selection of the theme of the film, we should pay attention to the theme similar to that of the oral English teaching unit, and guide students to have a more detailed and in-depth discussion on the unit theme. Choose films that reflect different cultural backgrounds, so that students can have a more comprehensive understanding of the cultures of English-speaking countries. The length of the film should be appropriate according to the teaching needs, because the teaching time of each class is limited. If the length of the film is too long, it will affect students' attention and interest in learning and may make students forget some plots in the film (Wang and Yang, 2013). In addition to the film language, teachers must also consider whether the film content is healthy and meaningful, and whether it is conducive to the physical and mental development of young students (Zhang and Zhu, 2013).

Selection of Film Clips

When choosing a movie, if nothing is done about it, the whole oral English class will become a movie appreciation class. Therefore, with the purpose of making the films serve the teaching, it is necessary to deal with the films, especially change the length of films, and make them become one or several teaching segments in the classroom teaching, so as to facilitate the implementation of teachers' teaching plans (Li, 2010). The basic principles of selecting movie clips are as follows: a) the content is relatively independent, positive, and enlightening; b) a moderate amount of language, action and music. It won't take a long time; c) the language is standard, the difficulty is moderate, and there are language points worthy of attention and learning; d) the time is reasonable, and 3-8 minutes is appropriate (Wang, 2018).

Using Chinese and English Subtitles to Assist Teaching

Most students have limited English proficiency, and some contents are difficult to understand. For many spoken English expressions that are different from the written language, students can not only understand the differences between spoken and written English but also increase their knowledge and improve their spoken English. Traditional college English textbooks seldom involve oral English, and reading subtitles and watching movies can supplement the problem of insufficient oral English materials (Gou, 2010). The movie dialogues often appear in sentences and vocabulary that people in English-speaking countries often use in their lives. Teachers can use English films to simulate real situation and help students learn English vocabulary. Through the combination of visual and auditory senses, they can not only read subtitles but also watch pictures. This combination can strengthen students' memory of vocabulary. Students can better apply the vocabulary learned from the movie to their oral communication (Zhou, 2019).

Watching English films refers not only to the process of learning but also to the performance of teachers and students. In order to give full play to the teaching advantages of film language and cultivate students' oral English ability, teachers must carefully design specific teaching activities as follows (Li and Wang, 2015).

Group Discussion

Thinking, analyzing, discussing and expressing in English is an advanced stage of speaking English practice and a meaningful way to cultivate students' speaking expression ability. Therefore, when using English films to teach speaking English, teachers can organize students to discuss the development of plots, characters, story endings, and other contents (Li, 2016).

Role-Playing

Role-playing in speaking activities can encourage students to speak and allow them to communicate, even in their limited language. Role-playing in foreign language teaching has many advantages, and it also has the potential to catalyze the learning process (Arin, Nurnaningsih and Veronika, 2018).

Imitate the Dialogue

In order to stimulate students' interest in speaking English, teachers can intercept the classic dialogues in the films and ask students to adopt the form of dialogue imitation to train their speaking English ability and improve their communication level (Li, 2016).

To realize the effectiveness of English film-dubbing activities in actual English class, teachers should prepare the teaching contents in advance, and select the appropriate film themes and clips according to the actual teaching situation. At the same time, teachers need to design different activities in the learning process, and students can experience pronunciation and language forms in teaching activities. Finally, the teachers will have good chances to give feedback based on students' performance, correct students' mistakes, solve problems, and discuss and communicate with students (Xue, 2016).

RESEARCH METHODOLOGY

This study applied a quantitative research method. This section introduces the research samples, the research instruments, data collection and analysis methods.

Population

The research population of this study is 160 students from six classes of the first year of the Computer Science and Technology major in the academic year 2019 in Information Electronics Technology College of Jiamusi University, Heilongjiang province, China. According to college entrance examination scores, these students were divided into six classes, and the mixability of students in six classes was roughly the same.

Sample

In this study, random sampling was used as the research sample. Six classes were randomly selected as the research samples, and a total of 30 students were willing to receive treatment.

Table 1. Sample of Research

Class Number	Population	Sample
1	25	
2	27	
*3	30	30
4	25	
5	31	
6	22	
Total	160	30

Source: Jiamusi University, 2019

Research Instruments

Two instruments for data collection and two instructional instruments were applied in this study, which were identified as follows:

Data Collection Instruments

Pre-test and Post-test

In this study, pre-test and post-test were used to compare students' speaking skills before and after treatment. The instrument was a set of oral assessments in simple transactional and interpersonal conversations/dialogues. The test was conducted twice. The first test was used to obtain the pre-test scores 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 your favorite film." The topic of pre-test and post-test was the same, in order to ensure the consistency of scores. The speaking test lasted three minutes for each student and the content was not less than ten sentences.

Speaking skills were evaluated from four aspects: pronunciation, grammar, fluency and vocabulary. Students' test scores were evaluated by professional English teachers combined with a scoring rubric. The scores of each part range from 1 to 5, and the scoring rubric of speaking skills referred by Alfian (2017).

Questionnaire

After the English film-dubbing activities, students were asked to complete a questionnaire in class. The purpose of these 10 questions is to investigate students' opinions on the use of English film-dubbing activities to enhance their speaking skills. The questionnaire was submitted to three experts to assess the content validity using the Index of Item-Objective Congruence (Rovinelli and Hambleton, 1977).

Instructional Instruments

Selection of English Films

The researcher selected six English films based on film's rating, dialogue and content, dialogue and content. There were two English films with a PG-13 rating (The Intern and Forrest Gump) and four with a PG rating (Zootopia, Lion King, Alice in Wonderland, and The Jungle Book). The researcher selected easy-to-understand segments based on the dialogue and content in the films, and played them in class with Chinese and English subtitles. At the same time, there was a professional English teacher combined with the lesson plan to explain.

Lesson Plan

The researcher designed eight 90-minute English lesson plans. Use English film-dubbing activities in sample classes to enhance speaking English skills. There were two English film-dubbing classes every week.

Table 2. Lesson plan

English Lesson	Time	Film Title	Film Time	Film Clip selection
Lesson 1	90 minutes	Zootopia	109 minutes	12: 57 -- 17: 17

Teaching Subjects: English speaking

Level: First year students

Teaching material: PowerPoint, Video, Blackboard, Chinese and English script.

Teaching process and content

Phase 1: Warm up (10 minutes)

Teachers should introduce the background of the film to students, assign course tasks, and learning objectives. And show some pictures related to the movie. The students guessed what kind of film would be shown.

Phase 2: Play film clips (5 minutes)

Phase 3: Course explanation (30 minutes)

During the course analysis, the movie will be repeated. The teacher will explain the film according to the content, vocabulary, pronunciation, and grammar. Students may ask questions during the teacher's lecture.

Phase 4: English film-dubbing class activities (35 minutes)

Presentation

1) Group discussion (10 minutes)

2) Dialogue imitation (25 minutes)

Note: Students are divided into five groups to discuss and practice the movie. Practice English conversation imitation after practice.

Phase 5: Teacher evaluation and feedback (10 minutes)

1) Students ask questions.

2) Teacher to solve the problem.

3) Evaluation and feedback

Validity and Reliability

Validity

The research instruments of this study were sent to three experts in relevant fields for inspection. Based on the Index of Item-Objective Congruence (IOC) proposed by Rovinelli and Hambleton (1977), the research instruments were assessed to determine whether the project had met the research objectives. If a test value was between 0.67 and 1, the corresponding item was acceptable; otherwise, it must be modified. The formula of Rovinelli and Hambleton (1977) to calculate the IOC index is as follows:

$$I_{ik} = \frac{(N-1) \sum_{j=1}^n X_{ijk} - \sum_{i=1}^N \sum_{j=1}^n X_{ijk} + \sum_{j=1}^n X_{ijk}}{2(N-1)n}$$

Where I_{ik} is the index of item-objective congruence for item k on objective i. N is the number of objectives ($i = 1, 2, \dots, N$), n is the number of content specialists ($j = 1, 2, \dots, n$), and X_{ijk} is the rating (1, 0, -1) of item k as a measure of objective i by content specialist j.

After calculation, the IOC value of the research instruments used in this study was 1.

Reliability

To verify the research instruments' reliability, the researcher used another group of the first year students from the same school as a trial group to test the reliability. After calculating, the result showed as following:

Table 3. Reliability of the questionnaire

Reliability of the Questionnaire	
Cronbach's Alpha	N of Items
0.869	10

From the results, $\alpha=0.869 > 0.80$, indicating that the questionnaire had a high degree of reliability.

Data Analysis

The researcher's analysis statistics were as follows:

Test scores: the means and standard deviations of the pre-test and post-test of the sample group were calculated. Paired sample T-test was applied for intra-group comparison and statistical analysis. Then compared pre-test and post-test results; the significance of one tail (P-value) was used as a reference to determine the significant difference between the calculated means.

Questionnaire: the researcher used descriptive analyses to analyse the percentages frequency of the questionnaire. The purpose was to investigate students' opinions on enhancing their speaking skills.

RESULTS

Pre-test and Post-test Results

The total scores in the pre-test and post-test are presented in Table 4.

Table 4. Comparison of pre-test and post-test total scores

Group	Pre-test		Post-test		Mean Difference	Paired Samples t-test		
	Mean	SD	Mean	SD		t	df	Sig. (one-tailed)
Sample group	12.20	2.62	15.50	1.85	3.30	-8.16	29	0.0005

*p: < 0.05

As shown in Table 4, the mean score of the students' pre-test speaking skills was 12.20, with a standard deviation of 2.62. As for the post-test, the mean score was 15.50, and the standard deviation was 1.85. Theoretically, the smaller the standard deviation (SD) is, the smaller the difference between the individual score and the average score; the larger the standard deviation is, the more significant the difference. The post-test SD was less than the pre-test SD, which proved that the students' post-test scores were relatively closer to the mean score. The mean difference was 3.30. Sig. was equal to 0.0005, which was less than 0.05. This implied that following the English film-dubbing activities, the students' speaking skills scores had increased, and the difference between the pre-test and post-test scores was statistically significant.

Results of the Pre-test and Post-test scores of Subskills

The researcher evaluated four aspects – pronunciation, grammar, fluency, and vocabulary. A total of 30 students (n = 30) were pre-test and post-test for the treatment. Table 5 shows the data of pre-test and post-test of each part.

Table 5. Comparison of pre-test and post-test scores in subskills

Subskills	Pre-test		Post-test		Mean Difference	Paired Samples t-test		
	Mean	SD	Mean	SD		t	df	Sig.
Pronunciation	3.00	0.70	4.10	0.61	1.10	-9.10	29	0.0005
Grammar	2.77	0.90	3.57	0.57	0.80	-6.60	29	0.0005
Fluency	3.27	0.83	3.97	0.67	0.70	-4.83	29	0.0005
Vocabulary	3.13	0.82	3.87	0.51	0.73	-6.27	29	0.0005

Table 5 shows the post-test scores of the four spoken skills tests -- post-pronunciation was 4.10, post-grammar was 3.57, post-vocabulary was 3.97, and post-fluency was 3.87. The post-test scores were all higher than the corresponding scores before the test. The mean differences in pronunciation, grammar, vocabulary and fluency were 1.10, 0.80, 0.70 and 0.73, respectively.

Questionnaire Results

After the English film dubbing activities, the researcher conducted a questionnaire survey on 30 students in the sample group to understand their opinions on using English film-dubbing activities to enhance their speaking skills. Table 6 shows the survey results of students' opinions.

Table 6. Frequency of Questionnaire

No.	Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		Percentage (%); Sample size (n=30)				
1.	I have felt more confident in speaking English by English film-dubbing activities.	63.3% (19)	33.3% (10)	3.3% (1)	0.0% (0)	0.0% (0)
2.	I feel that I have improved my interest in learning spoken English.	56.7% (17)	30.0% (9)	10.0% (3)	3.3% (1)	0.0% (0)
3.	I have broadened my vocabulary through English film-dubbing activities.	56.7% (17)	40.0% (12)	0.0% (0)	3.3% (1)	0.0% (0)
4.	I think that English film-dubbing activities have enhanced my pronunciation.	80.0% (24)	16.7% (5)	0.0% (0)	3.3% (1)	0.0% (0)
5.	I have improved my grammar through English film-dubbing activities.	73.3% (22)	23.3% (7)	3.3% (1)	0.0% (0)	0.0% (0)
6.	I think that I have enhanced my cooperation ability through English film-dubbing activities.	70.0% (21)	26.7% (8)	3.3% (1)	0.0% (0)	0.0% (0)
7.	I have learned about Western culture through English film-dubbing activities.	63.3% (19)	26.7% (8)	10.0% (3)	0.0% (0)	0.0% (0)
8.	I have enhanced my fluency in speaking English.	73.3% (22)	23.3% (7)	3.3% (1)	0.0% (0)	0.0% (0)
9.	I have overcome my nervousness whenever I speak English.	76.7% (23)	20.0% (6)	3.3% (1)	0.0% (0)	0.0% (0)
10.	English film-dubbing activities have enhanced the relationship between teachers and students.	73.3% (22)	26.7% (8)	0.0% (0)	0.0% (0)	0.0% (0)

As shown in Table 6, in Question 1, 63.3% of the students strongly agreed and 33.3% agreed. 3.3% of the students were neutral. Therefore, the English film-dubbing activities have increased the confidence of most students in speaking English. In Q2, 56.7% of students selected strongly agree, and 30% agreed, 10.0% were neutral, only 3.3% disagreed. Therefore,

the English film-dubbing activities made most students more interested in English learning. In Q3, 56.7% of students selected strongly agree, 40.0% chose to agree, and only 3.3% selected to disagree. The results showed that most students improved their vocabulary through English film-dubbing activities. In Q4, 80% of students chose strongly agree, and 16.7% chose agree. Only 3.3% of students chose to disagree. This result showed that the English-dubbing activities enhanced the pronunciation of most students. In Q5, 73.3% of students chose strongly agree, 23.3% chose to agree, and 3.3% held a neutral attitude. Therefore, most students thought that English film-dubbing activities could enhance grammar.

In Q6, 70.0% and 26.7% of students chose strongly agree and agree, and 3.3% remained neutral. The results showed that the majority of students enhanced their cooperative learning ability through English film-dubbing activities. In Q7, 63.3% and 26.7% of students chose strongly agree and agree, while 10.0% of them remained neutral. Therefore, English film-dubbing activities could make most students know more about western culture. In Q8, 73.3% and 23.3% chose strongly agree and agree respectively, while only 3.3% chose to be neutral. The results showed that most students thought that English film-dubbing treatment had improved their fluency. In Q9, 76.7% and 20.0% of students chose strongly agree and agree separately, and 3.3% of the students held a neutral attitude. Therefore, the English film-dubbing activities made most students speak English to overcome their nervousness. In Q10, 100% of students chose to strongly agree and agree. This result indicated that students agreed that English film-dubbing activities would enhance teachers' and students' relationships.

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

DISCUSSION

There were two main findings in this study. The first finding was that English film-dubbing activities had enhanced the speaking skills of the first year Chinese college students; the second finding was that the students generally had a positive attitude towards regarding English film-dubbing activities.

Using English Film-Dubbing Activities can Enhance the Speaking Skills of First Year Chinese College Students

The first finding mainly came from the analysis of pre-test and post-test results of the sample group, showing that there were significant differences between the pre-test and post-test scores of the students in the sample group. The total mean score of the pre-test was 12.20, and the total mean score of the post-test was 15.50, which increased by 3.30 points. The mean differences in pronunciation, grammar, vocabulary and fluency were 1.10, 0.80, 0.70 and 0.73, respectively, proving that English film-dubbing activities could improve students' speaking skills. The results of this study were consistent with those of Aydin and Mustafa (2016), who also believed that film could be used as a teaching method to improve language learning. In the process of English film-dubbing activities, students' enthusiasm can be aroused by appreciating, analysing, imitating and performing films. Soo and Lim (2014) also pointed out that the use of English movies in English classes could improve students' learning motivation and oral skills. Movies are a great resource to help students develop pronunciation, vocabulary and fluency.

Li and Wang (2015) also pointed out that introducing English movies into English teaching activities can enable Chinese college students to improve their oral English. Students can enlarge their vocabulary and make their pronunciation and fluency better. Yan (2015) also

expounded this point of view. English movies are lively and helpful to improve students' oral ability, language sensitivity and cultural accomplishment, which also proves that film teaching is an effective teaching method in English teaching.

The primary stage of English film-dubbing activities is active watching, repeating and role-playing. The aim is to allow students to express their ideas and improve their oral expression skills. This view is consistent with that of Fu and Tang (2011), who believed that the use of English movie dubbing in English classes could create an imaginative class for students. Students take advantage of various activities in class to relieve their nervousness in speaking English. For most students, it is difficult to apply their language knowledge to oral communication. Many students are good at English, but they are afraid to speak it because they are afraid of making mistakes. Hair (2016) also mentioned that English teaching was challenging and English classroom was becoming a place for creative activities to improve learners' necessary communication skills. This finding also supports Sun's (2018) view that learning in a film environment can promote students' language development. In such a learning environment, students can speak English freely and enjoy English in various activities. This teaching mode is conducive to students' understanding and construction of language knowledge. Therefore, the results of this study and previous studies ensure that the use of English film-dubbing activities can improve students' speaking skills.

Students' Opinions on English Film-Dubbing Activities

The second finding of this study is that students generally have a positive attitude towards English film-dubbing activities. Ten questions were set in the study. From the questionnaire analysis in Table 6, it can be seen that most of the students have a positive attitude towards the English film-dubbing activities. In question 4 (I think that English film-dubbing activities have enhanced my pronunciation), 80% of the students strongly agreed, while 16.7% of the students agreed. This result proves that most students believe that English film-dubbing activities can enhance pronunciation. In question 5 (I have improved my grammar through English film-dubbing activities), 73.3% of the students chose to strongly agree, 23.3% of the students agreed, which also showed that most students thought English film-dubbing activities could enhance grammar. In the question (I have enhanced my fluency in speaking English.), 73.3% of the students also strongly agreed and in question 3 (I have broadened my vocabulary through English film-dubbing activities), 56.7% of students chose strongly agree, 40% chose agree. Ruspee and Hidayanto (2018) also pointed out that students could improve pronunciation, grammar, vocabulary and fluency through real movie clips, and it was real and effective to use real movie clips to improve their oral English.

The research of Wang (2014) also pointed out that when watching the presented films, the vision and sound of the film characters with rich colours were used as background knowledge or prior knowledge, and were "absorbed" into the memory of the students. The culture is conveyed to students through a well-designed research teaching program. Finally, through practice and continuous participation in classroom activities, students' oral skills are significantly higher than traditional teaching. Wei (2016) pointed out that traditional English teaching only focused on the explanation and teaching of basic theoretical knowledge and necessary applied skills, while ignoring students' actual learning needs, resulting in low interest in learning. Therefore, teachers should play a guiding role in helping students interact with students and strengthening communication to enhance students' interests (Zhang and Zhu, 2013). Therefore, students' positive evaluation of English film-dubbing activities may be related to a pleasant learning environment, because they can overcome their nervousness, gain more freedom of learning, and form a relaxed learning atmosphere (Zhang and Zhu, 2013).

English film-dubbing activities can enhance students' autonomy and improve their learning motivation. Students can better understand the cultural background of the language (Wang, 2009). English film-dubbing activities have effectively improved students' interests in spoken English (Lei, 2015), which make students happier, so the use of English film-dubbing activities has a positive impact on oral English learning (Hari, 2016).

CONCLUSION

In this study, the researcher proved that the utilization of English film-dubbing activities could enhance students' speaking skills. This research was intended 1) to find the use of English film-dubbing activities to enhance the speaking skills of the first year Chinese College students, and 2) to investigate the opinions of the first year Chinese College students on the use of English film-dubbing activities in enhancing English speaking skills. The results showed that the speaking skills following English film-dubbing activities were better than those prior to such activities. In addition, students' opinions toward English film-dubbing activities in enhancing their speaking skills were generally positive.

Research Question 1

Thirty students in the sample group participated in the pre-test and post-test. The scoring rubric of speaking skills was used to evaluate the test results. The rubric was divided into four aspects – pronunciation, grammar, fluency, and vocabulary. The researcher applied paired-sample t-tests for data analysis. The mean pre-test score was 12.20 (SD=2.62), whilst the mean post-test score was 15.50 (SD=1.85). Moreover, the post-test results were higher than those of the pre-test results in four aspects. Pre-test pronunciation was 3.00 (SD=0.70), while post-test pronunciation was 4.10 (SD=0.61); the pre-test grammar was 2.77 (SD=0.90), while post-test grammar was 3.57 (SD=0.57); the pre-test fluency was 3.27 (SD=0.83), while post-test fluency was 3.97 (SD=0.67); the pre-test vocabulary was 3.13 (SD=0.82), while post-test vocabulary was 3.87 (SD=0.51). At the same time, the post-test SD was smaller than the pre-test SD. A smaller standard deviation (SD) indicated the difference between the individual scores and the mean score was small. Thus, the results exhibited that the students' post-test results were relatively closer to the average post-test results.

In summary, this research verified that English film-dubbing activities could enhance the speaking skills, pronunciation, grammar, vocabulary and fluency of the first year Chinese college students.

Research Question 2

According to the percentage and frequency of the questionnaire survey, it can be concluded that students have a positive attitude towards English film-dubbing activities. Among the 10 questions, the majority of students chose the option that they strongly agreed with and agreed with it. In oral English class, English film-dubbing activities can enhance students' pronunciation, grammar, vocabulary and fluency. In the process of learning, it can also strengthen the relationship between teachers and classmates. At the same time, it also helps students overcome their nervousness when speaking English, thus enhancing their self-confidence.

RECOMMENDATIONS

The findings and results of this study might have certain reference and guiding significance for future research. Therefore, to avoid other researchers from wasting time, energy and resources in future research, future researchers could instead discover some related problems through this research and mitigate certain errors.

The following are the recommendations for future researchers:

1. The purpose of this study was to explore the use of English film-dubbing for enhancing the speaking skills of the first year Chinese college students. The results of this study could be used as a reference for other researchers, especially those engaged in oral English teaching. Other researchers could also choose to use English film-dubbing activities to explore other skills related to English learning.
2. Future research might take longer to complete the experiment, thus making the results more reliable and meaningful. However, whether the applied method could be appropriate to other disciplines including listening, writing, and grammar, it would require further research.
3. In future studies, researchers could conduct research on English film-dubbing activities in both experimental and control group to evaluate students' speaking skills.

REFERENCES

- Alfian, H. N. (2017). *The Effectiveness of Ted-Ed Lesson Web Blog to Teach Speaking Skill of Eighth Grade Students of SMP Muhammadiyah Al-Kaustar Program Khusus Kartasura in The Academic Year 2016/2017* (Bachelor's thesis, IAIN Surakarta). Retrieved from http://opac.iain-surakarta.ac.id/libsys_iain_surakarta/oai_libsys/./opac/index.php/home/detail_koleksi?kd_buku=029767.
- Arin, A., Nurnaningsih., & Veronika, U. P. (2018). A Media for Teaching Speaking Using YouTube Video. *Advances in Engineering Research, Indonesia: Published by Atlantis Press*, 175, 71-73.
- Aydin, A., & Mustafa, A. (2016). Bridging the Gap between Theory and Practice: The Use of Films in Language Learning. *International Journal of Social Sciences & Educational Studies*, 2(3), 13-18.
- Bashir. (2011). Factor Effecting Students' English-Speaking Skill. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
- Cao, C. (2010). *Using the Film-dubbing Approach in Oral English Teaching* (Master's thesis, Liaoning Normal University). Retrieved from <https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CMFD&dbname=CMFD2011&filename=1011023911.nh&v=TFRXCySYeXMgYaWG79D9Ub1zoyZgKI35KiPTpx5bR90wEVd4Gy8UrNv3jugQ1vQY>.
- Fu, D. L., & Tang, J. (2011). Using the Original Movie Dubbing, Promote Oral English Teaching. *Science and Technology Innovation Herald*, 34, 174. doi: 10.16660/j.cnki.1674-098x.2011.34.12.
- Gou, Y. (2010). *Research on College English Listening Teaching Based on Constructivism* (Master's thesis, Southwest University, China). Retrieved from <https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CMFD&dbname=CMFD2010&filename=2010095873.nh&v=vj%25mmd2FPGL%25mmd2FJcd3%25mmd2Bo3yu2k ofL%25mmd2BgIBwEDz72ft5XBLRE%25mmd2F9kc7t5CaA0q1m84fbCQ9Yvm7>.
- Han, Y. M. (2010). The influence of subtitle selection on learners' second language acquisition. *Guangdong Polytechnic Normal University*, 70-71. doi: 10.3969/j.issn.1002-6916.2010.10.047.
- Hari, B. T. (2016). Movies Supplement English Classroom to Be Effective in Improving Students' Listening and Speaking Skills- A Review. *International Journal on Studies in English Language and Literature*, 4(6), 35-37. Retrieved from <http://dx.doi.org/10.20431/2347-3134.0406005>.
- Lei, P. L. (2015). Teaching Design for the Course of Movies Appreciation from the Perspective of Multimodal Discourse Analysis. *Theory and Practice in Language Studies*, 5(7), 1423-1427. doi: <http://dx.doi.org/10.17507/tpls.0507.14>.
- Li, G. Y. (2010). Teaching Listening and Speaking through English Movie Footage. *Journal of Educational in statute of Jilin Province*, 29(26), 74-76.
- Li, J. (2016). The Impact of English Films on Oral English Teaching. *Journal of Kaifeng Institute of Education*, 36(1), 79-80. doi: 10.3996/j.issn.100-9640.2016.01.038.

- Li, X. H., & Wang, P. (2015). A Research on Using English Movies to Improve Chinese College Students' Oral English. *Theory and Practice in Language Studies*, 5(7), 1096-1100. doi: <http://dx.doi.org/10.17507/tpls.0505.26>.
- Rovinelli, R. J., & Hambleton, R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. *Dutch Journal of Education Research*, 2, 49-60.
- Ruspee, M., & Nur Hidayanto, P. S. P. (2018). The Effectiveness of Authentic Short Movies in Enhancing Students Speaking Skill. *Academic research journals*, 6(3), 44-49. doi: 10.14662/IJELC2018.03
- Soo, R. S., & Lim, K. Y. (2014). Using Films to Teach Speaking in the ESL Classroom: A Case Study. *UNISEL Journal of Social Sciences and Humanities*, 1(1), 50-56.
- Sun, Y. Q. (2018). Application of the English Movies to Oral English Teaching in University. *Journal of Anhui University of Technology*, 35(6), 57-58. doi: 10.3969/j.issn.1671-9247.2018.06.017.
- The Ministry of China. (2007). *Teaching requirements for College English courses*. Retrieved from <https://wenku.baidu.com/view/f6a2585666ec102de2bd960590c69ec3d4bbdb30.html>
- Tuffs, R., Tudor, L. (1990). What the Eye Doesn't See: Cross-cultural Problems in the Comprehension of Video Material. *RELC Journal*, 21(2), 29-44.
- Wang, H. M. (2014). A Research on the Teaching Practice of Using English Film Dubbing to Improve College Students' Oral and Listening English. *Journal of Jiangsu University of Technology*, 24(1), 105-108.
- Wang, Y. C., & Yang, J. M. (2013). A study on the application of English films in college oral English teaching. *Journal of Hubei TV University*, 33(9), 141.
- Wang, Y. M. (2009). Using Films in the Multimedia English Class. *English Language Teaching*, 2(1). Retrieved from www.ccsenet.org/journal.html.
- Wei, Y. (2016). An Analysis of the Role of English Movie Appreciation in College English Teaching. *Overseas English*, 10, 32-33.
- Wu, X. N. (2018). English interesting dubbing, stimulate students' interest in learning. *Liaoning Education Press*, 8, 74-75.
- Xue, C. (2016). Analysis of College English Flip Classroom Teaching Based on Constructivism. *Data of Culture and Education*, 24, 186-187.
- Yan, C. (2015). The Application of English Movies in English Teaching. *International Conference on Arts, Design and Contemporary Education*, 764-766.
- Zhang, X. H., & Zhu, N. (2013). Effective Using of Films in Teaching English Listening and Speaking. *Overseas English*, 1, 17-19.
- Zhou, L. (2019). The application of English original films with Chinese and English subtitles in college English teaching. *Science & Technology Information*, 18, 157-159. doi: 10.16661/j.cnki.1672-3791.2019.16.1.