



RESEARCH PAPER

Investigating the Impact of Video Dubbing Techniques on English Speaking Skills

¹Farah Zaib and ² Dr. Shahid Nawaz

1. PhD Scholar, Department of English Linguistics, Islamia University of Bahawalpur, Punjab, Pakistan
2. Assistant Professor, Department of English Linguistics, Islamia University of Bahawalpur, Punjab, Pakistan

***Corresponding Author**

farahishaq2025@gmail.com

ABSTRACT

The acceptance of innovative teaching techniques by ESL (English as a Second Language) learners is a crucial element of language education. The purpose of this single-group quasi-experimental study was to investigate the efficacy of video dubbing techniques on the speaking skills of ESL learners and to explore their perceptions after taking part in the intervention. For the second phase of the study, the researcher developed a closed-ended questionnaire with 27 items with guidance from the Technology Acceptance Model (TAM) (Davis, 1989). The study produced quantifiable data through the use of a quasi-experiment and questionnaire, which were analysed using SPSS (Version, 26). The findings revealed that video dubbing techniques significantly enhance the speaking skills of ESL learners. In addition, a significant proportion of ESL learners showed positive attitudes towards the acceptance of video dubbing techniques in the language classroom. The study has implications for technology enhanced language learning in the present era.

KEYWORDS

English as a Second Language (ESL), Innovative Teaching Techniques, Technology Acceptance Model (TAM), User-Friendly, Video Dubbing Tasks

Introduction

The 21st century brings cutting-edge technological advancements to the field of education (Akram et al., 2021, 2022). Today's students, who are known as "digital natives," want the integration of technology in all classrooms (Oblinger, 2003). Recently, this modern trend has become the center of educational discussion (Al-Adwan et al., 2022). Novel educational methods are being looked into in order to make English as a Second Language (ESL) students more interested in learning and improving their language skills (Abdelrady & Akram, 2022). According to Stupar-Rutenfrans, Ketelaars, and Van Gisbergen (2017), using technology and audiovisual tools for continuous, activity-based practice might help ESL learners have fewer negative feelings about learning the English language (Akram & Abdelrady, 2023). Apriani & Anshori, (2019). These audiovisual tasks may enhance student listening comprehension and oral output (Herron, 1994; Weyers, 1999; Chapple & Curtis, 2000).

Video dubbing has gained significant attention as a technique within the realm of audiovisual tasks. By integrating interactive methods, multimedia, and innovative techniques, we can design learning environments that are more engaging and intellectually stimulating than conventional approaches. Ryan and Patrick (2001) and Tanner (2009) stated that an innovative learning environment has the capacity to offer more efficient assistance for instructional enhancements that foster productive and motivating learning

experiences for students. The primary objective of this research endeavour is to provide insight into the various complex aspects of the experiences and perspectives of ESL learners concerning the implementation of video dubbing as a novel pedagogical approach. Furthermore, in order to design effective language learning experiences, it is critical to obtain the perspectives of ESL students regarding the efficacy of innovative teaching techniques like video dubbing (Ramzan et al., 2023a).

The study on video dubbing in language instruction is largely focused on Western settings, such as Yachi and Karimata (2008), Danan (2010), Navarrete (2013), Talaván (2013), Wakefield (2014), and so on, with no information as per knowledge of the researcher on its effectiveness in non-Western nations like Pakistan. There is a need to investigate the effectiveness, ease of use, and acceptability of video dubbing as a language learning technique among Pakistani ESL learners. Educators, legislators, and curriculum creators must understand these perspectives to properly integrate video dubbing in language classrooms. Hence, this issue statement shows gaps in the literature and requires a thorough examination to bridge this knowledge gap and gain a comprehensive understanding of how English as a Second Language (ESL) learners perceive the efficacy and acceptability of video dubbing (Ramzan et al., 2023b). The primary objectives of this research endeavour are i. to identify the effectiveness of video dubbing techniques on ESL learners' speaking skills and ii. to explore the perceptions and attitudes of ESL learners towards video dubbing as a language learning technique.

Literature Review

Recently, educators have been investigating innovative teaching methods and techniques to improve the language skills of ESL learners. Dubbing as a language learning activity was started in the late 1980s. It has the potential to improve language output and peer collaboration (Duff, 1989). On the other hand, video dubbing (as an innovative technique) entails substituting speech in the target language for the video's original audio. A plethora of literature on ESL teaching and learning highlights the significance of adopting innovative techniques to cultivate a favourable learning environment (Ramzan et al., 2023c).

Theoretical Framework

The Technology Acceptance Model (TAM) (Davis, 1989) provides a theoretical framework for the present study. It explores the users' willingness to adopt and use technology. This paradigm has gained significant recognition and is frequently used in studies on the diffusion of technology. The level of user acceptability plays a crucial role in determining the success or failure of any technology. Likewise, the recognition and use of the latest technology in the educational system by all individuals involved is of great significance. Nevertheless, the attitudes of both instructors and learners play a crucial role in determining the success or failure of a new educational technology, and their willingness to embrace or reject new technologies is of utmost importance. Hence, TAM offers a valuable theoretical framework for comprehending the attitudes of ESL learners in relation to the acceptability of dubbing as an innovative instructional technique for the development of language skills in the Pakistani context.

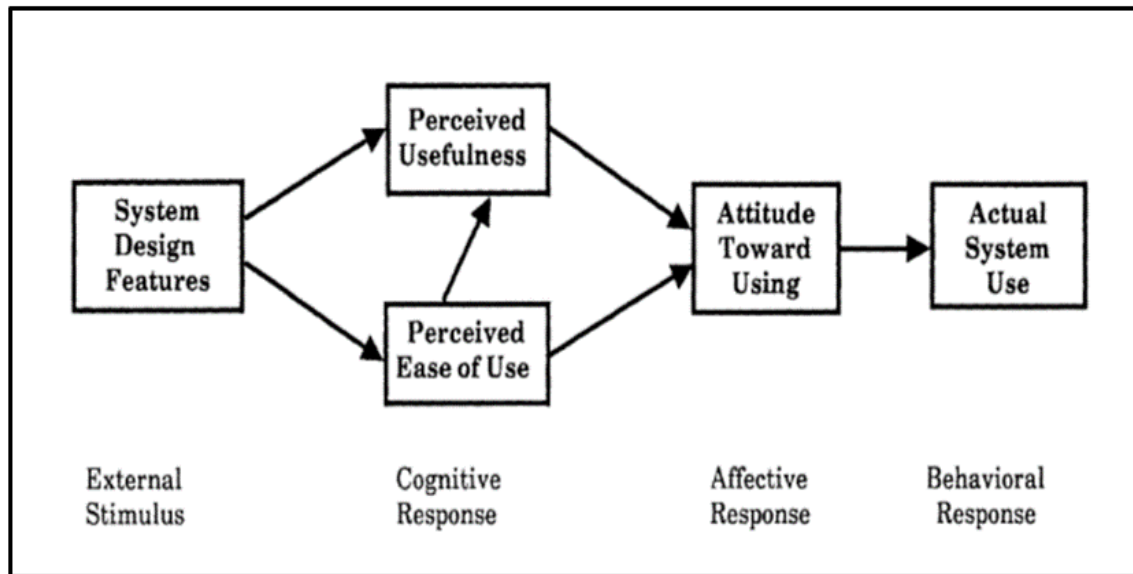


Figure:1. The Technology Acceptance Model (adapted from Davis, 1989)

The utilisation of the Technology Acceptance Model (TAM) in educational research is evident in the studies conducted by Zhang (2013), Masrom (2007), and Granić and Marangunić (2019). Similarly, Alfadda and Mahdi (2021) discovered a strong association between learners' favourable disposition towards technology and their achievement in language learning programmes within the domain of English language teaching and learning. Rentler and Apple (2020) and Alotumi (2020) have investigated the favourable reception of technology in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings. The research results clearly demonstrate that the components of the TAM (Technology Acceptance Model) play a crucial role in understanding and comprehending students' attitudes towards adopting technology in educational settings (see Ahmed et al., 2021). In this study, the researcher identified the characteristics of the Technology Acceptance Model (TAM) as crucial for investigating the viewpoints of Pakistani ESL learners regarding video dubbing as an innovative teaching technique.

Chiu (2012) delved into the effect of dubbing on oral skills. Questionnaires and semi-structured interviews were the data collection tools used in the study. The vague results found regarding dubbing were whether learners reduced mispronunciation, enhanced their fluency, and gained intonation awareness, or to what extent. Another mixed-methods study was carried out to investigate the enhancement in oral proficiency by He and Wasuntarasophit (2015), in which students' progress was measured by administering a pre- and post-test. The results showed improvements in oral proficiency in terms of fluency, comprehension, and accent. In the same vein, Florente (2016) investigated the effectiveness of using dubbing tasks and activities on speaking skills, prosodic awareness, and stress patterns in the English language.

Similarly, Talaván and Costal (2017) probed how dubbing could improve speaking skills. The quantitative data was obtained by using an ad hoc rubric. Their experience and perceptions were explored by administering the questionnaire. Significant improvement was found in their L2 learning, particularly to a great extent in speaking skills. Sánchez-Requena (2018) examined the advantages of dubbing tasks for oral production skills. In feedback, the students reported a boost in their confidence and intonation, along with their pronunciation.

A recent study by Bolanos, Garcia-Escribano, and Navarrete (2022) focused mainly on linguistic skills, communicative competence, production, and reception skills through dubbing. The interest in this project was mainly in audiovisual materials. Another recent study was conducted by Anantin (2022), in which he measured the efficacy of video dubbing for enhancing speaking skills. The results were positively in favour of video dubbing tasks. However, there is not a single study found on video dubbing in the Pakistani context. So, there is a need to explore the potential of video dubbing in a Pakistani educational context.

Material and Methods

This single-group quasi-experimental study took place in two phases. In the first pre-test and post-test phases, 42 participants in the treatment group were taught speaking skills through video dubbing techniques. The selected videos provided by the course instructor were aligned with the course content. The participants dubbed videos by using digital gadgets such as smartphones and laptops or computers. After the completion of the course, the perspectives of ESL learners were explored about the use of video dubbing as an innovative means of instruction to improve speaking skills with the help of a questionnaire designed by the researcher of the present study.

Participants

The present study was carried out at the Islamia University of Bahawalpur. The researcher selected the English department for the study. All 42 students were part of the treatment group. There was no control group in the present study.

Data Collection Tool

The efficacy of the video dubbing techniques was measured after teaching for one semester. For this purpose, a standardized proficiency test, i.e., the TOEIC pre- and post-test, was administered. For the second phase, the researcher devised a theme-based, closed-ended questionnaire. The researcher derived the themes from the characteristics of the Technology Acceptance Model (TAM) (Davis, 1989). The data was collected using Google survey forms. The researcher applied the Cronbach alpha statistical procedure to check the questionnaire's reliability before administering it. The alpha coefficient of the questionnaire was .930, confirming its reliability and internal consistency as a data collection tool for the current study. The questionnaire consisted of a total of 27 queries. The questionnaire was classified into five distinct sections: learners' preferences, perceived usefulness, perceived convenience, attitude towards use, and behavioural intention to use video dubbing techniques. The first inquiry, which is dichotomous in nature, required respondents' responses about their preferred way of learning. The questionnaire directed the participants to respond to the remaining four sections using a 5-point Likert scale.

Data Analysis

The data obtained from both phases were analysed using SPSS (version, 26) and subjected to descriptive and statistical analysis.

Results of the quasi-experimental phase

The researcher applied the paired sample t-test to investigate the effectiveness of video dubbing techniques. The results are shown below:

Table 1
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- test	73.19	42	25.495	3.934
	Post-test	132.52	42	20.675	3.190

This difference in mean score indicates that teaching ESL students via video dubbing techniques greatly improved their speaking skills.

Table. 2
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test	42	.712	.000
	Post-test			

The correlation coefficient between the pre-test and post-test scores of the learners who received video dubbing instruction is positive, with a value of 0.712. The p-value associated with this correlation is 0.000, which is less than the significance level of 0.05, indicating that the correlation is statistically significant.

Table 3
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-59.333	18.091	2.792	-64.971	-53.696	-21.254	41	.000

With a 95% confidence interval of difference, the mean improvement in speaking skills of ESL learners is -59.333. The substantial impact size of $d=2.566$ indicates the efficacy of the video dubbing techniques according to Cohen's (1988) definition of effect magnitude.

Reliability of Questionnaire

The questionnaire consisted of two types of scales. The first portion focused on exploring preferences, while the remaining 27 questions measured levels of agreement and disagreement using the Likert scale. The coefficient was computed for a set of 27 items from the questionnaire. The questionnaire was disseminated among 42 ESL students, and the data was analysed using SPSS (version, 26). The Cronbach alpha value of the 27-item questionnaire was .930, indicating a high level of reliability.

Table 4
Reliability of the questionnaire

Cronbach's Alpha	N of Items
.930	27

Gender of the Respondents

Table 5
Respondents

		Frequency	Percent
Valid	Female	24	57.1
	Male	18	42.9
	Total	42	100.0

Results and Discussion

After statistical analysis of the survey questionnaire using SPSS version-26, the following numerical findings were acquired, which are presented in the tables below.

Learners' preference/willingness

Table 6
Preference for an innovative way of teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	92.9	92.9	92.9
	No	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

The first section addressed only one question. 92% of the responses of the ESL learners were in favour of innovative ways of teaching language. That indicates that they are eager to learn language skills through novel techniques.

Perceived Ease of Use

Table 7
Easy to use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	38.1	38.1	38.1
	Agree	20	47.6	47.6	85.7
	Neutral	2	4.8	4.8	90.5
	Disagree	2	4.8	4.8	95.2
	Strongly Disagree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

38.1% of respondents strongly agreed, 47.1% agreed, and 4.8% were neutral about the ease of video dubbing tasks. 4.8% of participants did not find video dubbing tasks easy.

Table 8
Fun and interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	35.7	35.7	35.7
	Agree	21	50.0	50.0	85.7
	Neutral	2	4.8	4.8	90.5
	Disagree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Most of the ESL learners agreed that video dubbing tasks made learning English more fun and interesting for them. 9.5% did not agree with the aforementioned statement.

Table 9
Easy to incorporate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	38.1	38.1	38.1
	Agree	20	47.6	47.6	85.7
	Neutral	4	9.5	9.5	95.2

Disagree	2	4.8	4.8	100.0
Total	42	100.0	100.0	

47.6% of respondents agreed and 38.1% strongly agreed about the ease of incorporating video dubbing tasks into their usual language study schedule. On the other hand, 9.5% of responses were neutral, and 4.8% were in disagreement with this query.

Table 10
User-friendly and cognitive-friendly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	54.8	54.8	54.8
	Agree	15	35.7	35.7	90.5
	Neutral	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

A majority of the respondents found video dubbing tasks user-friendly and cognitive-friendly. While there is no disagreement on this subject.

Table 11
Effortless engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	42.9	42.9	42.9
	Agree	16	38.1	38.1	81.0
	Neutral	6	14.3	14.3	95.2
	Disagree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Most of the respondents gave positive feedback about their effortless engagement with video dubbing tasks. While a few of the respondents disagreed with this notion.

Table 12
Feeling comfortable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	28.6	28.6	28.6
	Agree	28	66.7	66.7	95.2
	Neutral	1	2.4	2.4	97.6
	Disagree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

The element of comfort is most important in the language learning process. The majority of the participants felt more comfortable learning the English language through video dubbing tasks. A small number of participants did not feel comfortable.

Perceived Usefulness

Table 13
Improvement in pronunciation, accent, and intonation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	23.8	23.8	23.8
	Agree	28	66.7	66.7	90.5
	Neutral	2	4.8	4.8	95.2

Disagree	2	4.8	4.8	100.0
Total	42	100.0	100.0	

A maximum number of respondents (66.7%) found improvement in their pronunciation, intonation, and accent in the English language. Whereas a minimum number of respondents (4.8%) did not find an observable difference in these areas.

Table 14
Fostering motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	40.5	40.5
	Agree	19	45.2	85.7
	Neutral	4	9.5	95.2
	Strongly Disagree	2	4.8	100.0
	Total	42	100.0	100.0

The majority of the respondents reported a boost in their motivation level due to video dubbing tasks. 4.8% of results were contrary to this idea.

Table 15
Confidence development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	31.0	31.0
	Agree	25	59.5	90.5
	Neutral	2	4.8	95.2
	Disagree	2	4.8	100.0
	Total	42	100.0	100.0

59.0% and 31.0% of participants agreed and strongly agreed that they felt more confident about their ability to speak English after participating in video dubbing tasks, respectively. Only 4.8% of participants found no enhancement in their confidence level.

Table 16
Simulate real-life language-use scenarios

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	42.9	42.9
	Agree	22	52.4	95.2
	Neutral	2	4.8	100.0
	Total	42	100.0	100.0

Not a single disagreement was reported by the respondents; rather, the majority of responses were in favour of its effectiveness in providing a real-life language use environment.

Table 17
Practicing English outside the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	9.5	9.5

Agree	11	26.2	26.2	35.7
Neutral	11	26.2	26.2	61.9
Disagree	10	23.8	23.8	85.7
Strongly Disagree	6	14.3	14.3	100.0
Total	42	100.0	100.0	

Regarding speaking English outside the classroom for practicing purposes, 26.2% of the respondents agreed, and 9.5% strongly agreed. 14.3% did not practice it outside the classroom.

Table 18
Interactive and dynamic learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	28.6	28.6
	Agree	28	66.7	95.2
	Neutral	2	4.8	100.0
	Total	42	100.0	100.0

66.7% and 28.6% of respondents reported the effectiveness of video dubbing tasks in terms of their dynamic and interactive characteristics. There was no disagreement found about the said statement.

Table 19
Enhancing other language skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	45.2	45.2
	Agree	15	35.7	81.0
	Neutral	4	9.5	90.5
	Disagree	2	4.8	95.2
	Strongly Disagree	2	4.8	100.0
	Total	42	100.0	100.0

The majority of the participants reported enhancements in their language skills, particularly their speaking, listening, and comprehension abilities. While a smaller number of the participants did not find a considerable improvement in these skills.

Table 20
Learning vocabulary in context

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	21.4	21.4
	Agree	26	61.9	83.3
	Neutral	5	11.9	95.2
	Disagree	2	4.8	100.0
	Total	42	100.0	100.0

Video dubbing tasks helped the majority of the respondents learn new English vocabulary in context. As can be seen in the above table, the results are mostly in favour of agreement. A small number of respondents did not agree with this statement.

Table 21
Developing fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	42.9	42.9	42.9
	Agree	18	42.9	42.9	85.7
	Neutral	4	9.5	9.5	95.2
	Disagree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

42.9% of participants equally reported the usefulness of video dubbing tasks for developing their speaking fluency in the English language. A minimum number of the participants did not notice a change in their speaking fluency.

Attitude towards Use

Table 22
Positive evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	64.3	64.3	64.3
	Agree	12	28.6	28.6	92.9
	Neutral	1	2.4	2.4	95.2
	Disagree	1	2.4	2.4	97.6
	Strongly Disagree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

The positive and negative attitudes towards innovative methods or techniques lead to acceptance or rejection of that innovation. In the same context, the majority of the respondents evaluated video dubbing tasks positively. Whereas a few participants had a negative attitude towards its use.

Table 23
Appreciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	42.9	42.9	42.9
	Agree	20	47.6	47.6	90.5
	Neutral	3	7.1	7.1	97.6
	Disagree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Most of the participants welcomed and appreciated the inclusion of video dubbing tasks in language class in order to foster language proficiency. 2.4% of respondents unwelcomed the said techniques.

Table 24
Favourable previous experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	38.1	38.1	38.1
	Agree	23	54.8	54.8	92.9
	Neutral	2	4.8	4.8	97.6
	Disagree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

On the basis of previous experience, a maximum number of the participants expressed their acceptance and favourable attitude towards video dubbing techniques. While a minimum number of the participants attitudes towards these innovative techniques were found to be unfavourable.

Table 24
Innovative and effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	57.1	57.1	57.1
	Agree	15	35.7	35.7	92.9
	Neutral	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

A vast number of the participants acknowledged the effectiveness of video dubbing techniques for learning language skills. While there was not a single disagreement in this regard.

Table 25
Influence of others' opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	33.3	33.3	33.3
	Agree	18	42.9	42.9	76.2
	Neutral	4	9.5	9.5	85.7
	Disagree	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

33.3% strongly agreed, and 42.9% agreed that their attitude (positive or negative) towards the use of video dubbing techniques was influenced by the opinions of their peers. 14.3% of respondents disagreed because their positive or negative attitude was based on their personal experience rather than the opinions of other classmates.

Table 26
Compatible with learning style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	42.9	42.9	42.9
	Agree	20	47.6	47.6	90.5

Neutral	2	4.8	4.8	95.2
Strongly Disagree	2	4.8	4.8	100.0
Total	42	100.0	100.0	

The compatibility of the video dubbing techniques with their learning styles was verified by the majority of the participants. While a minimum number of the participants disagreed, they did not find the compatibility of the said techniques with their learning styles.

Table 27
Readiness for adoption

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	38.1	38.1
	Agree	23	54.8	92.9
	Neutral	1	2.4	95.2
	Disagree	1	2.4	97.6
	Strongly Disagree	1	2.4	100.0
	Total	42	100.0	100.0

Regarding overall perception, the majority of the participants were in favour of video dubbing techniques, and they were inclined to adopt these techniques as a regular practice in the ESL classroom. On the other hand, a small number of participants do not want to adopt these techniques as part of their language learning practices.

Behavioural Intention to Use

Table 28
Preference for video dubbing techniques

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	42.9	42.9
	Agree	21	50.0	92.9
	Neutral	3	7.1	100.0
	Total	42	100.0	100.0

In terms of preference for video dubbing techniques over traditional methods and techniques of language learning such as lectures and textbooks, the majority of respondents showed their intention to use them in the future. Whereas the least number of respondents preferred traditional methods over innovative techniques of language learning.

Table 29
Ready to continue practicing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	33.3	33.3
	Agree	18	42.9	76.2
	Neutral	4	9.5	85.7
	Disagree	6	14.3	100.0
	Total	42	100.0	100.0

After finding video dubbing tasks interesting and fun, the majority of the participants expressed their willingness to continue their practice and spend more time with these tasks. On the other side, 14.5% of respondents were not willing to spend extra time on these tasks.

Table 30
A valuable addition to ESL classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	21.4	21.4
	Agree	27	64.3	85.7
	Neutral	3	7.1	92.9
	Disagree	3	7.1	100.0
	Total	42	100.0	100.0

The majority of respondents anticipated that such types of language learning tasks would be a valuable addition to ESL classes. The least number of participants were of the opinion that video dubbing tasks should not be part of ESL classes in the future.

Hence, the research revealed the efficacy of video dubbing as a technique for learning English-speaking skills. The participants' speaking proficiency after the use of video dubbing techniques has been found to be significantly improved. With regard to participants' perceptions, the vast majority of participants reported a strong desire to include video dubbing tasks in their language learning process. This favourable attitude towards video dubbing may be linked to its dynamic and entertaining aspect, which was seen as a welcome change from conventional language learning methods or techniques.

Furthermore, participants felt that dubbing activities improved their listening comprehension abilities, notably their ability to recognise subtleties in pronunciation, intonation, and conversational settings, along with the development of speaking skills. This was also seen as a direct consequence of consistent participation in video dubbing tasks, which exposed learners to authentic language usage settings.

Moreover, participants said that video dubbing helped them recall language and phrases better. Video dubbing tasks helped to improve overall language ability by contextualising terminology within relevant contexts and settings.

Additionally, ESL students said that video dubbing tasks enhanced their drive to study and practice English. The participatory aspect of dubbing activities, along with the ability to imitate real-life language usage circumstances, increased learners' intrinsic motivation and desire to enhance their language skills through video dubbing.

The findings of the current study are strongly aligned with earlier research studies such as Anantin (2022), Sánchez-Requena (2016, 2018), Akram et al. (2021b), and Talaván and Costal (2017), which enhance the credibility and applicability of the results, providing vital knowledge to the field of ESL teaching and technology-driven language learning. In light of these findings, we can say that ESL learners' favourable opinions, experiences, and acceptance of video dubbing as an innovative teaching technique demonstrated its potential to improve speaking skills development by creating interesting learning settings.

Conclusion

The present research successfully achieved its aims. The efficacy of video dubbing approaches in enhancing the speaking skills of ESL learners was effectively determined. This study also examined the perspectives and attitudes of English as a Second Language (ESL) learners towards video dubbing. The research emphasises the significance of technology in language instruction and stressed the need to use technology-enhanced learning aids such as video dubbing to provide immersive and efficient learning experiences. The results also emphasise the value of realistic and contextually relevant resources like dubbing videos in the ESL curriculum. This technique improves linguistic and communication abilities.

Overall, the results of this study indicate that ESL learners usually view video dubbing as a highly efficient, user-friendly, and cognitive-friendly technique for enhancing language proficiency. The positive attitudes, user-friendliness, and perceived advantages suggest that video dubbing has the potential to be an innovative instructional technique in ESL education. It establishes a basis for future studies to explore the effectiveness of video dubbing and other innovative teaching approaches.

Recommendations

Instructors may use the findings of the present study to improve their teaching methods, adjust instructional tactics to cater to the needs of ESL learners, and actively seek out professional development opportunities that focus on creative and innovative language teaching approaches and techniques.

For practice, instructors should offer explicit directions on how to participate in dubbing activities. Scaffolded assignments may help students understand concepts and maximise learning results with these innovative and creative teaching methods and techniques. Future studies should examine the long-term impact of dubbing on ESL learners' language skills and communication competence. Longitudinal studies may shed light on this study's favourable findings and enhance evidence-based pedagogy. The long-term effects might be examined by comparing video dubbing to other teaching methods and finding ways to overcome technical barriers to better language learning.

Educational institutions and policymakers may use the findings of the study to inform decisions about funding technology integration, regulations for language learning, and the promotion of successful teaching techniques in an English as a Second Language (ESL) classroom.

References

- Abdelrady, A. H., & Akram, H. (2022). An empirical study of ClassPoint tool application in enhancing EFL students' online learning satisfaction. *Systems, 10*(5), 154.
- Ahmed, S. N., Rehman, S. U., & Khan, S. M. (2021). Online graded assessment of Saudi EFL learners during the Covid-19 pandemic: A successful implication of TAM. *Liberal Arts and Social Sciences International Journal (LASSIJ), 5*(1), 667-685.
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: an empirical evidence from Saudi Arabia. *Journal of Computers in Education, 1-19*. <https://doi.org/10.1007/s40692-023-00265-z>
- Akram, H., & Yang, Y. (2021). A critical analysis of the weak implementation causes on educational policies in Pakistan. *International Journal of Humanities and Innovation (IJHI), 4*(1), 25-28.
- Akram, H., (2020). Education Governance in Pakistan: A Critical Analysis of Challenges. *Journal of Social Sciences Advancement, 1*(1), 38-41.
- Akram, H., Abdelrady, A. H., Al-Adwan, A. S., and Ramzan, M. (2022). Teachers' Perceptions of Technology Integration in Teaching-Learning Practices: A Systematic Review. *Frontiers in Psychology, 13*, 920317. <https://doi.org/10.3389/fpsyg.2022.920317>
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021a). Technology Integration in Higher Education During COVID-19: An Assessment of Online Teaching Competencies Through Technological Pedagogical Content Knowledge Model. *Frontiers in Psychology, 12*, 736522-736522. <https://doi.org/10.3389/fpsyg.2021.736522>
- Akram, H., Yingxiu, Y., Aslam, S., & Umar, M. (2021b, June). Analysis of synchronous and asynchronous approaches in students' online learning satisfaction during Covid-19 pandemic. In *2021 IEEE International Conference on Educational Technology (ICET)* (pp. 203-207). IEEE.
- Al-Adwan, A. S., Nofal, M., Akram, H., Albelbisi, N. A., & Al-Okaily, M. (2022). Towards a sustainable adoption of e-learning systems: The role of self-directed learning. *Journal of Information Technology Education: Re-search, 21*, 245-267.
- Alfadda, H. A., & Mahdi, H. S. (2021). Measuring students' use of zoom application in language course based on the technology acceptance model (TAM). *Journal of Psycholinguistic Research, 50*(4), 883-900.
- Alonso-Pérez, R., & Sanchez Requena, A. (2018). Teaching foreign languages through audiovisual translation resources: teachers' perspectives. *Applied language learning, 28*(2), 1-24.
- Alotumi, M. (2020). EFL learning beyond the wall with MALL: College students' perceptions. In *Enhancements and limitations to ICT-based informal language learning: Emerging research and opportunities* (pp. 138-160). IGI Global.
- Anantin, V. N. (2022, August). The Improving Student's Speaking Skill Using Dubbing Videos Activity: A Classroom Action Research on Tenth Grade Student's of

- TamanSiswa Senior High School of Mojokerto in the Academic Year 2021/2022. In *Seminar Nasional Pendidikan* (Vol. 1, pp. 138-144).
- Apriani, E., Anshori, S., & Edy, S. (2019). Eksistensi English Zone Sebagai Media Penerapan Kemampuan Berbahasa Inggris Mahasiswa Program Studi Tadris Bahasa Inggris IAIN CURUP. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 17(2), 317-332.
- Bolanos-Garcia-Escribano, A., & Navarrete, M. (2022). An action-oriented approach to didactic dubbing in foreign language education: Students as producers. *XLinguae*, 15(2), 103-120.
- Chapple, Lynda, and Andy Curtis. 2000. "Content-based Instruction in Hong Kong: Student Responses to Film." *System* 28 (3): 419-433. [https://doi.org/10.1016/S0346-251X\(00\)00021-X](https://doi.org/10.1016/S0346-251X(00)00021-X)
- Chiu, Y. H. (2012). Can film dubbing projects facilitate EFL learners' acquisition of English pronunciation?. *British Journal of Educational Technology*, 43(1), E24-E27.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). New
- Danan, M. (2010). Dubbing projects for the language learner: a framework for integrating audiovisual translation into task-based instruction. *Computer assisted language learning*, 23(5), 441-456.
- Davis, F. D. (1989). Technology acceptance model: TAM. *Al-Suqri, MN, Al-Aufi, AS: Information Seeking Behavior and Technology Adoption*, 205, 219.
- Duff, A. (1989). *Translation*. Oxford University Press.
- Florente, I. L. (2016). How movie dubbing can help native Chinese speakers' English pronunciation.
- Granić, A., & Marangunić, N. (2019). Technology acceptance model in educational context: A systematic literature review. *British Journal of Educational Technology*, 50(5), 2572-2593.
- He, P., & Wasuntarasophit, S. (2015). The effects of video dubbing tasks on reinforcing oral proficiency for Chinese vocational college students. *Asian EFL Journal*, 17(2), 106-133.
- Herron, Carol. 1994. "An Investigation of the Effectiveness of Using an Advance Organizer to Introduce Video in the Foreign Language Classroom." *The Modern Language Journal* 78 (2): 190-198. <https://doi.org/10.1111/j.1540-4781.1994.tb02032.x>
- Masrom, M. (2007). Technology acceptance model and e-learning. *Technology*, 21(24), 81.
- Navarrete, M. (2013). El doblaje como herramienta de aprendizaje en el aula de español y desde el entorno de CLIPFLAIR. *MarcoELE*, 16, 75-87.
- Oblinger, D. (2003). Boomers gen-xers millennials. *EDUCAUSE review*, 500(4), 37-47.
- Ramzan, M., Bibi, R., & Khunsa, N. (2023a). Unraveling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. *Global. Educational Studies Review*, VIII, 407-421.

- Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023b). Amplifying Classroom Enjoyment and Cultivating Positive Learning Attitudes among ESL Learners. *Pakistan Journal of Humanities and Social Sciences*, 11(2), 2236-2246.
- Ramzan, M., Mushtaq, A., & Ashraf, Z. (2023c). Evacuation of difficulties and challenges for academic writing in ESL learning. *University of Chitral Journal of Linguistics and Literature*, 7(I), 42-49.
- Rentler, B. R., & Apple, D. (2020). Understanding the acceptance of e-learning in a Japanese university English program using the technology acceptance model. *APU Journal of Language Research*, 5, 22-37.
- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American educational research journal*, 38(2), 437-460.
- Sánchez-Requena, A. (2016). Audiovisual translation in teaching foreign languages: Contributions of dubbing to develop fluency and pronunciation in spontaneous conversations.
- Stupar-Rutenfrans, S., Ketelaars, L. E., & van Gisbergen, M. S. (2017). Beat the fear of public speaking: Mobile 360° video virtual reality exposure training in home environment reduces public speaking anxiety. *Cyberpsychology, Behavior, and Social Networking*, 20(10), 624-633.
- Talaván Zanón, N. (2013). La subtitulación en el aprendizaje de lenguas extranjeras. *La subtitulación en el aprendizaje de lenguas extranjeras*, 1-175.
- Talaván, N., & Costal, T. (2017). iDub-The potential of intralingual dubbing in foreign language learning: How to assess the task. *Language Value*, 9(1).
- Tanner, C. K. (2009). Effects of school design on student outcomes. *Journal of Educational Administration*, 47(3), 381-399.
- WAKEFIELD, J. C. (2014). Chapter Nine Dubbing As A Method For Language Practice And Learning John C. Wakefield. *Language Arts in Asia 2: English and Chinese through Literature, Drama and Popular Culture*, 160.
- Weyers, J. (1999). The Effect of Authentic Video on Communicative Competence. *The Modern Language Journal*. 83(3), 339-349.
- Yachi, M., & Karimata, E. (2008, November). Online video dubbing system for language education. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 4029-4034). Association for the Advancement of Computing in Education (AACE).
- Zhang, M. (2013). Supporting middle school students' online reading of scientific resources: moving beyond cursory, fragmented, and opportunistic reading. *Journal of Computer Assisted Learning*, 29(2), 138-152.