


Perceptions of Video Dubbing as a Tool for Enhancing Speaking Skills: A Study on Second-Year English Majors at Hanoi Open University

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ABSTRACT

Keywords: Speaking proficiency, video dubbing, technology-enhanced language learning

This study aimed to investigate second-year English majors' perceptions of the video dubbing technique for enhancing their speaking skills. The researchers used a mixed-methods approach, specifically an embedded design, combining quantitative and qualitative data. A questionnaire was completed to collect data from 194 students in K30 classes majoring in English. The quantitative results showed that nearly all students recognised the importance of speaking skills and of video dubbing for practising them. The findings also revealed several challenges faced by the students in improving their speaking proficiency. Moreover, the results mentioned that video dubbing offered several benefits for speaking activities, pronunciation improvement, vocabulary, grammar, oral fluency, memory, concentration, and learner autonomy. Qualitative data from three teachers' interviews were also employed to find out the problems in the learning process and suggestions for technology-enhanced language learning via video dubbing applications were given, contributing to both the understanding of classroom difficulties and the advancement of practical strategies for integrating digital tools into language instruction.

Introduction

The digital era is revolutionizing education through sophisticated technologies, such as software applications, thereby improving the quality and effectiveness of educational endeavors. As the access to new educational technology expands, learners are progressively becoming "the centre of their learning," enjoying greater autonomy in selecting and directing content to suit their individual needs and learning processes, thereby exhibiting a more pronounced "personalisation of learning." Moreover, English is essential in education, facilitating interactions between instructors and learners with individuals from other countries and providing access to diverse knowledge resources. The objective of English learning is to enhance students' communication abilities, encompassing listening, speaking, reading, and writing; nevertheless, achieving proficiency in these skills is arduous.

Technology has evolved into a helpful tool in the current technological era to support and enhance English-speaking abilities. Apps for modern technology offer a wide range of rich and varied learning materials that enable students to practise speaking English anywhere, at any time. At the same time, technology enables students to customise their education to fit their ability level and specific needs. Furthermore, Chatbots with AI capabilities, such as ChatGPT, are becoming increasingly popular in language instruction to enhance speaking skills. It highlights the need for further research to enhance the application of AI avatars in diverse learning environments and strengthen their impact on oral communication skills. (Nguyen & Pham, 2024)

Sosas (2021) explores the use of technology to teach students to speak English and examines contemporary tools, including real-time interaction, email correspondence, social media engagement, and video conferencing, to improve fluency, accuracy, and confidence. Furthermore, Nguyen and Pham (2022) investigate how high school students might use technology to enhance their speaking abilities and attitudes toward studying foreign languages. According to the findings, technological resources such as PowerPoint, YouTube, speech recognition software, and movies greatly enhance EFL learners' oral communication abilities. The study aims to offer recommendations to teachers, students, and educators on how to improve English language instruction. Thang et al. (2013) employ a teaching strategy called blended learning, which combines online learning with classroom instruction. The strategy includes both an online component and a new coursebook. Despite problems with sluggish internet connectivity, a questionnaire was utilised to gauge how satisfied students were with the blended learning approach.

Interestingly, using video dubbing effectively to improve speaking skills has been applied in many university contexts. In terms of pronunciation improvement, Pamungkas (2019) looks at how video dubbing affects pupils' ability to pronounce words correctly when speaking. Two cycles of observation and testing demonstrated that students' speaking abilities, particularly in pronunciation, were significantly enhanced by video dubbing. Mandasari (2014) examines how effectively Visual Disciplinary Therapy enhances speaking abilities. According to the study, which employed classroom action research techniques, grammar, vocabulary, fluency, and pronunciation all improved. Nonetheless, within the context of English majors at Hanoi Open University, specifically at the Faculty of English, students continue to encounter numerous challenges in enhancing their speaking skills. These challenges encompass apprehension regarding errors, insufficient speaking practice, deficits in confidence and motivation, limited linguistic proficiency, inadequate cultural knowledge, inadequate vocabulary, pronunciation issues, grammatical shortcomings, and various other factors. Utilising video dubbing to overcome these problems for second-year English majors at Hanoi Open University has become a useful teaching method. It is crucial to combine video dubbing practices with in-class training based on the course book in the curriculum. Teachers combined in-class instruction with speaking practice through specific video dubbing activities as an extracurricular activity, taking into account the characteristics of second-year students and the difficulties in developing speaking skills. The approach increased the effectiveness of the teaching and learning process by giving students extensive practice through a large number of video dubbing projects in class. It also functions as an open-source library of learning materials to improve students' capacity

for self-awareness and autonomous study, and helps them practice their pronunciation and oral fluency, thereby improving their speaking abilities. This study looks at how second-year English majors perceive speaking abilities and video dubbing. It also analyses the advantages of using video dubbing apps as modern teaching strategies to improve students' self-directed learning and speaking abilities in the classroom.

Literature Review

Theoretical background

Overview of video dubbing: Dubbing is an important globalization technique that enables consumers to enjoy media in their chosen or native language (3Play Media, 2024). It allows viewers to hear dialogue in their preferred language by replacing the original dialogue in movies, TV series, or videos with a translated version. Video dubbing is an example of the digital tools used in the language learning process within the framework of Computer-Assisted Language Learning (CALL). CALL encourages technology-enhanced, learner-centred, interactive, and self-directed learning (Chapelle, 2001). Using editing and dubbing software, students can experiment with language in unique and creative ways, which boosts their digital literacy and gives them a sense of control over their education (Talaván, 2006). Furthermore, dubbing assignments can be tailored to the learners' interests, learning preferences, and skill level, demonstrating their considerable adaptability for many educational environments. Video dubbing aligns with Task-Based Language Teaching (TBLT), a method that teaches language through real-world tasks. Ellis (2003) emphasizes that tasks should be meaningful, clearly defined, and reflect real communication. Dubbing involves students in the entire communication cycle, from comprehension to creation, requiring them to script, modify, and match language to images.

Overview of speaking skills: Speaking skills enable effective communication and convey verbal information. Speaking is an interactive process, and both speaking and listening skills are essential for effective communication. One of the abilities that students must acquire when learning English is speaking. These are different descriptions of speaking skills. For example, Richards (2008) claims that when we communicate, we often accomplish tasks, explore ideas, discover aspects of the world, or simply engage in social interaction. Fluency in English will enable pupils to communicate more easily and develop their ideas. Proficiency in English also facilitates pupils' access to current knowledge in science, technology, and health, among other fields. According to Chaney (1998), speaking is the process of creating and conveying meaning in various circumstances using verbal and nonverbal signals.

Difficulties in learning speaking skills: According to Tambunan (2018), speaking is a crucial foreign language skill that is closely related to listening, reading, and writing. Many foreign language learners are interested in learning to speak, but often struggle with perfect pronunciation and fluency. This research aims to provide a brief description of foreign language speaking skills and their current status, focusing on factors that affect students' abilities and common dilemmas that teachers face when teaching speaking. It highlights the need for teachers to design activities in the classroom to enable learners to produce meaningful English oral performances and overcome their weaknesses and difficulties.

Wilantari et al. (2021) find three types of difficulties: linguistic, psychological, and contextual. The findings suggest that each difficulty has its own underlying factors, and that lecturers should recognise these underlying factors. The research encourages further investigation into

strategies to overcome these difficulties and their underlying causes.

Bui and Pham (2024) reveal that teaching English speaking skills is a complex endeavor, and teachers encounter several challenges. These include assessment, multiple groups, motivation, cognitive development, and attention. Teachers deal with issues like large class sizes, little student participation, and limited vocabulary. Students often encounter a lack of linguistic proficiency, difficulty concentrating and maintaining discipline, boredom, and trouble with speaking. Teachers have problems such as a lack of professional development, inadequate teaching methods, and a teacher shortage. Time constraints and facility issues also contribute to these challenges.

The benefits of using video dubbing to improve speaking skills: Burston (2005) reported that students participated more actively in the teaching and learning activity after the action was implemented, and they became particularly enthusiastic about the subject following its use. They were able to produce speech with proper pronunciation, a variety of vocabulary words, comprehensible content, steady speed, and grammatical sentences. All facets of students' speaking abilities had improved, students were able to quickly grasp key points of material that was superior to before the action was implemented, and students' achievement increased. Additionally, Zaib and Nawaz (2024) also investigate the efficacy of video dubbing techniques on ESL learners' speaking skills and perceptions. Results show that these techniques significantly enhance speaking abilities, and a substantial proportion of participants exhibit positive attitudes towards them.

Overview of previous studies

The implementation of video dubbing has been widely valued and has achieved success in teaching and learning. Video dubbing in classrooms is a concern for many researchers in various schools. Numerous studies on the topic of video dubbing demonstrate its effectiveness in enhancing speaking abilities, pronunciation, fluency, grammar, lexical usage, learner autonomy, and students' perceptions of utilizing dubbing videos.

Nabylah (2023) used a dubbing video to evaluate how much the ninth-grade students at SMPN 1 Palopo had improved their speaking abilities. Thirty-one students participated in the study, employing a pre-experimental design. The researchers used pre-test and post-test assessments to evaluate three facets of speaking proficiency: comprehensibility, accuracy, and fluency. With a mean score of 4.39 on the pre-test and 9.45 on the post-test, the results demonstrated that the film successfully enhanced speaking abilities. According to the study, the dubbing video helped the students' speaking abilities.

Nguyen (2023) investigated how video dubbing affected students' ability to pronounce English as a foreign language in the classroom. In Thai Nguyen Province, 40 students from Luu Nhan Chu High School participated in the study. The findings demonstrated that students' pronunciation skills were significantly enhanced through video dubbing, which also fostered a positive attitude toward teaching pronunciation. The study further encouraged more research in this field and emphasised the benefits of learning English.

According to Wati and Rozimela (2019), students frequently struggle with speaking because they lack ideas and a mastery of vocabulary. To improve speaking skills and self-confidence, a

teaching technique known as the dubbing video technique is used. Wang and Lee (2025) investigated how using an English video dubbing software in language learning exercises might improve Chinese students' oral language skills and found that a higher level of engagement in dubbing activities was associated with significant improvements in pronunciation, intonation, fluency, grammar, and lexical usage. The study also examined learning outcomes and levels of English proficiency.

Pham (2023) conducted research in Vietnam to examine how video dubbing affected students' English-speaking proficiency and their ability to learn independently in English-speaking classrooms at Hanoi University of Civil Engineering. A classroom action research study conducted in the academic year 2021–2022 with 30 first-year non-major students at the Faculty of Information Technology at Hanoi University of Civil Engineering found that video dubbing improves students' speaking skills and sense of autonomy in their learning. It calls for practice with lip motions, timing, reading, and imitating English sentences in videos from the actual world.

Additionally, Do (2021) investigated students' perception of using dubbing videos in English-speaking classes at the Academy of Policy and Development, a public university under the Ministry of Planning and Investment. The research involved 50 first-year and 50 second-year students, collected through a questionnaire and in-depth interviews.

Additionally, at the Academy of Policy and Development, a public university under the Ministry of Planning and Investment, Do (2021) looked into how students felt about watching movies that were dubbed in English-speaking lectures. 50 first-year and 50 second-year students participated in the study, which was conducted using an in-depth interview and questionnaire. The results offer ideas and recommendations for improving English-speaking abilities through video dubbing. Additionally, pupils had favourable opinions about using video recording to improve their speech skills. According to Dang et al. (2022), the results can provide suggestions for speaking instructions and learning in both advanced and standard programmes.

Speaking, a skill that is particularly challenging to improve in non-native environments, has not gotten enough attention in the Vietnamese context, as the majority of research to date has concentrated on how well these applications work to develop vocabulary, grammar, or reading and writing skills. There is little research on the use of video-dubbing learning apps to improve second-year English majors' speaking abilities. Learning how to speak is a crucial first step in acquiring the fundamentals of language, putting academic information into practice and preparing students for specialised courses, internships, and other opportunities. Additionally, the integration of technology in language learning, particularly video dubbing, shows promise for enhancing learner motivation, engagement, and skill development by fostering authentic communication and pronunciation practice. However, research on its use in foreign language curricula is limited, with existing studies often focusing on learner outcomes rather than teacher perspectives, classroom challenges, or practical implementation strategies. This gap necessitates further investigation into effective pedagogical applications and teacher experiences with video dubbing in technology-enhanced language learning environments. It is critical to assess the efficacy of video dubbing apps in order to enhance English speaking abilities, identify effective learning techniques, and support successful language acquisition.

Thus, this study was conducted to close the gap in the literature on the applications of video dubbing and to gain fresh perspectives on how to use video dubbing in the classroom and for independent study to improve the speaking proficiency of second-year English majors. Specifically, second-year students possess a basic foundation in grammar, vocabulary, listening, and speaking skills, making them suitable for advanced activities like video dubbing. This period is critical to improving speaking skills as they engage in specialized courses requiring English presentations and discussions. Their openness to new learning methods and relative freedom from internship or thesis pressures facilitate skill development. Early research with this cohort allows for timely solutions and ample time for subsequent application and improvement of speaking proficiency through video dubbing.

Research Questions

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

1. What challenges do second-year English majors at Hanoi Open University encounter in developing their speaking skills?
2. What are the perceptions of speaking skills and video dubbing use among second-year English majors at Hanoi Open University?
3. What are the advantages of video dubbing and what recommendations exist to enhance speaking skills for second-year English majors at Hanoi Open University?

Methods

Pedagogical Setting & Participants

Speaking 3 is a mandatory course offered in the third semester for second-year English majors, serving as a fundamental component of the curriculum. The curriculum comprises six instructional units, each offering grammatical structures, essential vocabulary, and pronunciation exercises to enhance students' speaking abilities. Upon completion of the course, students will possess English communication abilities commensurate with level 4 of the 6-level Foreign Language Competency Framework for Vietnam (Bộ Giáo dục và Đào tạo, 2014) or level B2 of the Common European Framework of Reference (Council of Europe, 2001).

Purposive sampling was employed to choose participants possessing specified and pertinent qualities aligned with the study's objectives. This approach ensured that the sample comprised individuals with the requisite qualifications to yield significant investigative data. The study involved 194 second-year English majors from class K30 at the Faculty of English, Hanoi Open University. These students were selected due to their lack of formal instruction in video dubbing and their challenges in acquiring speaking abilities. As students focused on speaking skills throughout the third semester, they participated in video dubbing exercises. Students engaged in 30 in-class sessions and 60 self-study sessions over 12 weeks.

Furthermore, three lecturers from the Faculty of English at Hanoi Open University, each with over a decade of experience in teaching speaking skills and utilising the same textbook, syllabus, and curriculum, were invited to participate in face-to-face interviews to elucidate the research questions and enhance the data analysis.

Research approach

The researchers used a mixed-method approach, specifically an embedded design, which combined quantitative and qualitative approaches. A questionnaire was carried out to collect data from 194 students in K30 classes majoring in English. Qualitative data from interviews with three teachers were also used to find out the problems in the learning process and point out some effective suggestions for technology-enhanced language learning via video dubbing applications. The mixed-method research design was selected to provide a more complete understanding of the research problem. The quantitative data gave measurable patterns and trends, whereas the qualitative data gave deep insight into the participants' experiences and attitudes. This combination increased the validity and richness of the findings

Implementation procedures

In practical terms, with a 12-week length in the curriculum for speaking skills (2.5 sessions per week), students have limited opportunities to practise speaking in class. Consequently, integrating in-class instruction with external speaking practice is essential. Considering the attributes of students and the challenges in acquiring speaking abilities, in 12 weeks in the curriculum, teachers incorporated in-class instruction and speaking practice with targeted films as an extracurricular activity. This provided students with extensive practice through an extensive number of documents, enhancing the efficacy of the teaching and learning process. It is an open-source repository of educational resources to enhance students' self-awareness and independent study skills. This strategy facilitates the application of knowledge and enhances students' speaking skills.

To teachers:

This initial activity establishes a foundation for students to execute the assignment. Before task assignment, educators should provide students with a view of a sample movie and familiarise them with software for recording, editing, sound separation, and dubbing, including CapCut, KineMaster, voice changers, Voice FX, PlayHT, Descript, Adobe Premiere Pro, and Rev. When assigning roles, instructors must consider implementation time (minimum and maximum excerpt length, deadline), film genre, film theme, and dubbing collaboration entities. Before delegating duties to students, educators must define the assessment criteria in detailed checklists, providing students with a framework for completing and self-assessing their videos.

Step 2: Monitor progress, support, and compile products.

To ensure the students' dubbing proceeds seamlessly, educators must provide technical assistance, distribute sample videos, and guide students in compiling products to monitor progress. Typically, educators should create a designated online folder (e.g., Google Drive) for all classes and instruct students to submit their movies accordingly.

Step 3: Product evaluation

To ensure the effectiveness of the "Video Dubbing" activity, teachers are to utilise specific, objective, evidence-based, and timely evaluation measures while also fostering motivation and, at times, exerting pressure on students to engage actively and consistently. The final product is the culmination of collaborative effort, enabling teachers to assess it for regular test scores and

oral ratings, provide rewards, or share it on social media to inspire and motivate.

Step 4: Show the products

Upon receiving the films from the driver, the teacher will present them during speaking lectures or project sessions for the entire class to view, critique, assess, and provide feedback to the students.

To students:

Step 1: Choose a movie clip to dub and practice in an individual, pair, or group

Choosing a clip, a genre that suits personal preferences, dialogue, and speaking speed... is very important for a successful dubbing process.

Step 2: Listen, understand, and memorize the dialogue

Video dubbing—active teaching techniques—is employed to improve English speaking skills. This is one of the key stages in the dubbing process. To listen, understand, and memorize the character's dialogue, students must listen repeatedly, even listening and dictating all the character's dialogue. Then, they practice and record a draft to memorize the dialogue. The more listening and practice time, the easier it will be for students to imitate and successfully dub.

Step 3: Dub the video clip

Before dubbing, students must mute the original sound of the film and dub the recording over background music to create context and emotion for the character. After dubbing, turn on the original audio of the movie and listen carefully many times to see how the characters speak in the movie and what emotions they have, then compare your original recording, edit, and re-record if they find it inappropriate.

Step 4: Submit the product and receive feedback from teachers and classmates

Finally, after completing the dubbing product, students send it to the driver's address for comments and evaluation. Particularly, comments offer qualitative feedback on aspects such as pronunciation, intonation, stress, speech rate, expressiveness, and fluency, aiming to guide students on specific areas for improvement. Evaluation provides a quantitative assessment, often through scores on pronunciation, intonation, naturalness, grammar, vocabulary, creativity, and appropriateness, serving to measure progress.

This method would help students apply knowledge and skills to strengthen their speaking skills. The students will make full use of video dubbing techniques as diverse material for blended learning and self-study. At the end of the semester, a survey was conducted with 194 fourth-year students majoring in English from class K30 and three teachers at the Faculty of English, Hanoi Open University. A mixed-methods approach combining quantitative and qualitative methods was employed to ascertain the study's aim. The questionnaire consisted of ten closed-ended questions. The researchers used yes/no, a 5-point Likert scale, and multiple-choice questions to design the questionnaire survey. These questions focused on students' perceptions of the importance of speaking skills and the video dubbing method, the frequency of using video dubbing to strengthen speaking skills, the difficulties faced by second-year English majors at Hanoi Open University in mastering speaking skills, and the benefits of using video

dubbing as an effective teaching method to improve speaking skills and self-study abilities.

Furthermore, three lecturers from the Faculty of English at Hanoi Open University, who have been teaching speaking skills for over 10 years, were invited to participate in face-to-face interviews. The structured interviews consisted of four questions focusing on students' speaking perceptions towards speaking skills, difficulties in learning English speaking skills, benefits of video dubbing, and some suggestions to improve speaking skills for second-year English majors at Hanoi Open University. The interview outcomes will be carefully noted and analysed with the data collected from the questionnaire survey and discussed to find solutions to improve speaking skills. The qualitative data were analyzed using thematic analysis. Interview transcripts were read to grasp overall meaning, then coded to identify patterns, themes, and sub-themes concerning students' perceptions and experiences with video dubbing. Participants were anonymized with codes (e.g., L1, L2, and L3) for confidentiality. The coding process integrated inductive (data-emergent themes) and deductive (research question-based themes) approaches, facilitating cross-participant comparison and interpretation aligned with study objectives.

Data collection & analysis

Data collection

The researcher used a questionnaire to gather data. An electronic (Internet-based) survey was chosen for its speed and accessibility, following Saris and Gallhofer (2007). The questionnaire, distributed via Google Forms, was sent to 194 second-year students majoring in English from classes of K30 to assess their perceptions of speaking skills, the challenges they face, and the benefits of using video dubbing. Regarding validity and reliability, three language specialists reviewed the questionnaire to ensure consistency among the items. The initial version was tested on five students to make the questionnaire more comprehensive, reliable, and suitable for data collection.

Furthermore, three lecturers who have experience teaching the subject of speaking skills for the second-year English majors of Hanoi Open University were asked four open-ended English questions. Specifically, the researchers invited three lecturers to participate in 30-minute face-to-face structured interviews, and all of the interviews were recorded for data analysis. Each lecturer was asked four of the same questions as follows:

1. What are the perceptions of the second-year English majors towards speaking skills and video dubbing methods?
2. What problems do second-year English majors face in learning speaking skills?
3. What are the benefits of the video dubbing method to improve speaking skills for second-year English majors?
4. What are some suggestions for useful software or video dubbing applications to support speaking skills?

Data analysis

The researchers first gathered and prepared the data. They analysed the quantitative data from the questionnaires and qualitative insights from the interviews to extract meaningful facts,

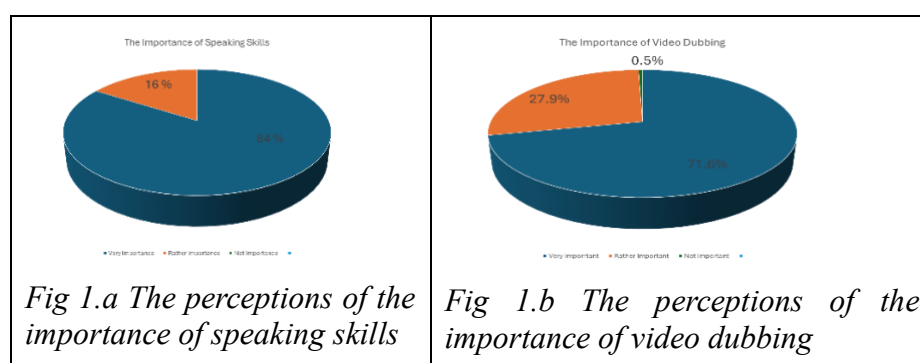
figures, and information on students' perceptions, challenges, and benefits of video dubbing to enhance speaking skills. Excel and statistical software like SPSS were used for descriptive statistics. The results and discussion were based on statistical data, percentages from the questionnaire analysis, and insights from the teacher's interviews.

Results/Findings

The perceptions of the importance of speaking skills and video dubbing method

Fig. 1a & 1b

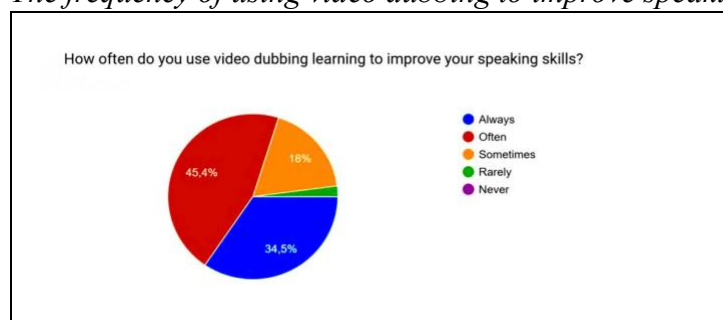
The perceptions of the importance of speaking skills and video dubbing method



As illustrated in Figure 1a, up to 84% of pupils recognise the value of spoken communication. However, the small percentage of respondents (16%) who say they are "rather important" suggests that there is widespread consensus over the significance of these skills. According to Fig. 1. 's statistics on the significance of video dubbing, most participants assessed it as essential for assisting with language instruction and learning, with the "Very important" component rising to 70.6%. This demonstrates how effectively video dubbing can enhance speaking abilities. In contrast, the "rather important" element is at 27.9%, indicating that some students find video dubbing helpful. The difference between 71.6% (extremely significant) and 28.9% (somewhat important) is 2.4 times, indicating that video dubbing has a strong impact among learners.

Fig. 2

The frequency of using video dubbing to improve speaking skills

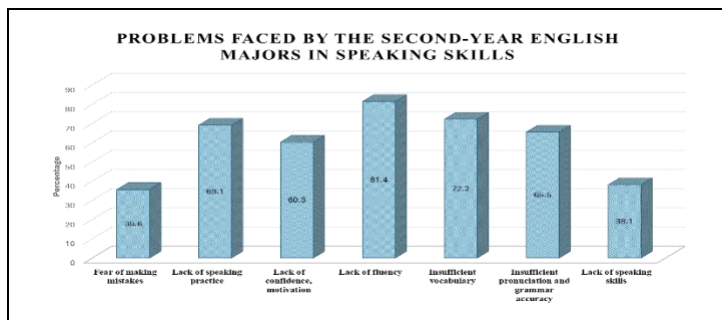


The pie chart illustrates how students view the frequency of their use of video dubbing. The survey found that many participants frequently use this technique to enhance their speaking skills. Those who report using technology "always" or "often" are 34.5% and 45.4%,

respectively, indicating a clear trend of valuing and relying on it for learning. 18% of students said they use it "sometimes." The findings thus demonstrate the value of learning through video dubbing and its effectiveness in enhancing speaking abilities.

Fig. 3

The problems faced by the second-year English majors in speaking skills



The issues that second-year students have with their speaking abilities are depicted in Fig. 3. The findings fairly represent what the students thought. The percentage of 35.6% suggests that a large number of students suffer from a fear of making mistakes. A significant percentage of students consider this an issue, as evidenced by the 69.1% of students who report not having enough speaking practice. Furthermore, 60.3% of students report feeling unmotivated and unconfident, indicating that a sizable majority view this as a serious issue. The component's lack of fluency proportion of 81.4% indicates that the majority of students deal with comparable difficulties. Furthermore, the small standard deviations for vocabulary, pronunciation, and grammar accuracy concerns show that these problems impact students consistently throughout the sample. Furthermore, the percentage of people who do not practice speaking (38.1%) is also noteworthy.

Table 1

The benefits of video dubbing to improve speaking skills

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Make your speaking lessons more enjoyable and relaxing	194	4	1	5	4.00	.058	.814
Help you improve intonation, accent, stress and speaking speed	193	4	1	5	3.97	.064	.895
Motivate you to practice your speaking activities	193	4	1	5	4.04	.060	.834
Help you improve your learner autonomy	193	4	1	5	4.03	.061	.850
Help you improve your confidence	192	4	1	5	3.99	.060	.834
Valid N (listwise)	190						

Table 1 evaluates the perceived importance of specific benefits of the video dubbing method in improving speaking abilities using a Likert scale ranging from 1 (completely unimportant) to 5 (very important). It shows a positive consensus, with the majority of participants most likely choosing 4 (important) or 5 (very important). The above figure indicates a positive consensus, with the majority of participants most likely choosing 4 (important) or 5 (extremely important). Few participants appear to believe this component is inconsequential, based on the small

number of replies to Categories 1 (completely unimportant) and 2 (not important). Learners regard video dubbing as moderately essential in making courses enjoyable, as indicated by the average score (4.00) of the factor "make lessons more enjoyable and relaxing." Unexpectedly, with a mean score of 3.97, video dubbing benefits students looking to enhance their accent, intonation, stress, and speaking speed. The item "motivate you to practice speaking activities" has the highest mean score (4.04), indicating that learners view video dubbing as a great way to encourage speaking practice, which is essential for skill development. Consistent responses are revealed by the standard deviation (Std. Deviation) (0.834), which indicates a generally reasonable opinion. On the other hand, the average score of 4.03 for "help you improve learner autonomy" suggests that video dubbing is appreciated for promoting independent learning and giving students more control over their growth. The standard deviation (0.850) indicates similar variability to motivation, which demonstrates broad agreement. Finally, the component "help you improve your confidence" came in second place with a mean score of 3.99, suggesting that video dubbing is an important tool for increasing confidence in speaking abilities. Additionally, Std. Deviation (0.834) indicates that the majority of students feel comfortable using video dubbing for the aim of enhancing their speaking skills.

Table 2

The benefits of video dubbing to improve speaking skills

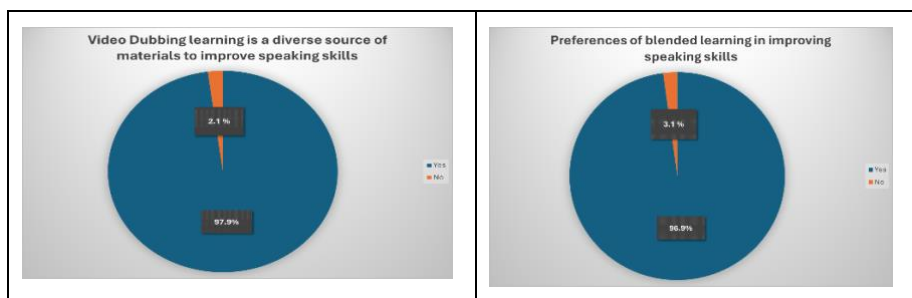
Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Improve fluency	194	4	1	5	4.05	.054	.746	.557
Improve pronunciation, vocabulary, grammar skills	192	4	1	5	3.98	.056	.783	.612
Improve your effective speaking skills	193	4	1	5	4.07	.058	.800	.641
Improve your communication skills	193	4	1	5	4.09	.055	.769	.591
Improve your memory	194	4	1	5	4.05	.055	.764	.583
Improve your concentration	192	4	1	5	4.04	.059	.824	.679
Valid N (listwise)	188							

The reliability of the data is ensured by the approximately 192-194 replies, as shown in Table 2. Responses cover the entire Likert scale from 1 (least beneficial) to 5 (most beneficial), as each item has a range of 4. There is a broad consensus regarding the advantages of video dubbing for enhancing speaking abilities, as evidenced by the high mean scores for all elements, which range from 3.98 to 4.09. The standard deviation (SD) values, which range from 0.746 to 0.824, show that responses are mostly consistent, with little variation among participants. The SD is supported by the variance numbers (0.557 to 0.679), indicating that the answer dispersion is not very wide. Although slightly lower than other categories, the element of "improve fluency" (mean of 4.05) suggests that video dubbing is considered highly advantageous for enhancing speaking abilities. With a mean score of 3.98 for the criterion "improve pronunciation, vocabulary, grammar skills," video dubbing is acknowledged as a successful technique for boosting proficiency, making it an essential tool for students. Unexpectedly, the category "improve effective speaking skills" received the highest rating, with a mean of 4.07,

suggesting that students strongly believe video dubbing helps them talk more effectively. Thus, speaking practice should be the main focus of video dubbing apps, such as simulated speaking exercises. The data demonstrate the beneficial effects of video dubbing, with mean ratings of 4.05, 4.09, and 4.04 for memory, communication, and concentration, respectively. The fact that all mean scores are higher than 3.98 suggests that there is broad agreement regarding the advantages of video dubbing for enhancing speaking abilities.

Fig. 4a & 4b

The benefits of video dubbing to improve speaking skills



A survey on the usage of video dubbing to support learning, particularly in enhancing speaking abilities, is displayed in Figure 4a. According to the findings, most respondents (97.9%) think that learning to dub videos is a helpful tool for enhancing speaking abilities, with only 2.1% disagreeing. Consequently, video dubbing is a helpful technique for enhancing speaking abilities. This indicates that technology-based tools such as video dubbing are widely accepted, such as software, internet resources, and language learning aids. According to just 2.1% of respondents disagreed, which is a very small proportion. This data, relatively few respondents believed that video dubbing was neither required nor helpful for enhancing speaking abilities. This can result from those who prefer traditional learning methods or have never used video dubbing learning resources. The survey results about their preference for blended learning, a teaching approach that combines traditional classroom instruction with technology, are also shown in Figure 4b. The fact that 96.9% of respondents selected "Yes" indicates that many students favour mixed learning. This demonstrates how many educators value integrating technology with traditional teaching techniques, enabling their students to benefit from richer, more adaptable materials and gain proficiency in using technology for learning. This suggests that blended learning is disliked by just 3.1% of the audience. These individuals might not feel comfortable using technology in their learning process or may choose more conventional teaching approaches. The majority of participants strongly value the blended learning format because of its convenience and flexibility, according to the survey results. Technology and conventional teaching approaches can be combined to enhance the learning process and make it easier for students to acquire and utilize contemporary learning aids.

Results of the interviews

This section contains information gathered by the research team from interviews with three lecturers on four categories of topics: how second-year English majors view speaking abilities and video dubbing; what obstacles they encounter when learning speaking abilities; the advantages of video dubbing for second-year English majors to enhance speaking abilities; and some recommendations for practical software or applications to enhance speaking abilities.

All three lecturers concurred that all students understood the value of speaking skills and how video dubbing learning can enhance speaking abilities, based on the first interview question

about the second-year English majors' opinions of speaking abilities and video dubbing learning. Regarding the significance of speaking abilities, they stated that, during their educational journey, students acquire speaking abilities that are vital to their future. These abilities facilitate clear and concise verbal exchanges of information as well as efficient communication. Speaking other languages, including English, is essential for daily communication. Formal and informal speaking abilities are employed in a variety of settings. Emotional ties require informal speech, whereas professional settings, presentations, and courteous conversation require formal speech. Effective foreign language learning happens through engagement, and speaking is seen to be the most crucial aspect of language acquisition. To encourage students to communicate as much as possible, teachers should use projects, role-playing, and group projects. The three instructors also noted that different dubbing activities have different effects on improving speaking abilities for students with different levels of proficiency. While lower-level students gain from better pronunciation, higher-level students gain from dubbing exercises in terms of vocabulary, grammar, and fluency.

Regarding question 2, which asks about the difficulties second-year English majors have learning how to speak, lecturers 1, 2, and 3 provided the following comments:

The discussion among three lecturers revealed multifaceted challenges faced by second-year English majors in developing their speaking skills, alongside a consensus on the efficacy of video dubbing instruction as a remedial tool. Lecturer 1 identified the primary hurdles as vocabulary acquisition (requiring approximately 10,000 words for fluency), mastery of grammar (tenses, sentence structure), accurate pronunciation (understanding sounds and their relation to orthography, aided by phonemic awareness, while acknowledging regional variations), and overall fluency development, which is naturally acquired through consistent practice and wide reading to enhance vocabulary. *“As for me, building confidence and pronunciation skills can help students have more interesting, exciting, and insightful conversations” L1.*

Lecturer 2 emphasized that English pronunciation is not consistently predictable from its spelling, unlike Vietnamese, and that effective English speaking necessitates proficiency in intonation, pronunciation, grammar, and vocabulary. A common error among Vietnamese students is the misapplication of Vietnamese spelling rules to English words, leading to incorrect pronunciation and hindering natural speech. This lecturer stressed vocabulary as the cornerstone of communication, noting that many students struggle with effective vocabulary learning, particularly in transitioning vocabulary from reading to active speaking without accompanying pronunciation practice and sentence construction. *“Well, therefore, to improve English speaking skills, learners need to learn how to pronounce, pronounce correctly and practice regularly to avoid misapplying Vietnamese spelling principles to English. And I think vocabulary is the core component to complete communication activities.” L2*

Lecturer 3 highlighted the gap between mastering grammar through reading comprehension and applying it in spoken contexts, where students often “freeze” due to insufficient real-world communication practice. *“In my point of view, one of the biggest difficulties for my English grammar learners is learning on paper using reading comprehension skills without applying them to speaking skills. Even when they have mastered grammar, “super experts” of exams often “freeze” when speaking English due to a lack of experience using grammar in real communication. Therefore, learners should practice speaking skills to use grammar more naturally and flexibly.” L3*

A shared concern across lecturers 2 and 3 is the cognitive tendency for learners to think through Vietnamese, translating concepts rather than formulating them directly in English, and the

debilitating impact of low confidence and fear of making mistakes on their willingness to practice and improve. In addressing these challenges, all three lecturers acknowledged the significant benefits of video dubbing instruction. Lecturer 1 pointed to the expanding dubbing industry and its role in bridging language barriers and providing a secure learning environment, making audiovisual content more accessible, especially for ESL students. Lecturer 2 specifically attributed improvements in students' speaking pronunciation and overall speaking skills to the implementation of video dubbing. Lecturer 3 advocated for video dubbing as a method to teach pronunciation, expose students to diverse accents (both global and local), and encourage playful experimentation with linguistic variations. This approach emphasized the importance of connecting sounds and words into coherent speech, aiming for comfortable intelligibility and encouraging imitation and rapid speech production.

Regarding practical applications, Lecturer 1 suggested utilizing advanced text-to-speech technologies like PlayHT, which offers lifelike, low-latency AI-generated voices ideal for podcasts and live streaming, providing customizable and high-quality narration. Lecturer 2 recommends Free Audio Dub, a free PC software that simplifies post-production by automatically synchronizing audio and video files and allowing segment manipulation for precise dubbing. Lecturer 3 proposed ApowerSoft, a user-friendly tool with integrated audio recording and editing capabilities that enable easy audio manipulation, synchronization with visuals, use of pre-existing effects, and flexible file export options, making it a versatile video dubbing solution for enhancing speaking abilities.

Ultimately, all three instructors concluded that speaking was essential for advanced language proficiency and required both communication and cognitive skills. Through interactive modules and real-time feedback, the curriculum's integration of the video dubbing approach improved student engagement while exposing them to cutting-edge digital tools and boosting their language skills.

Discussion

The key findings of the current study reveal that the second-year English majors at Hanoi Open University faced a lot of challenges in their learning speaking skills, such as fear of making mistakes, lack of fluency, lack of confidence and motivation, lack of speaking practice, insufficient vocabulary, insufficient pronunciation and grammar accuracy, and lack of speaking skills. The findings of the students' survey and teachers' interviews also highlight that video dubbing activities significantly enhance speaking skills, particularly in areas such as motivating the students to practice speaking activities, improving pronunciation, vocabulary, grammar, fluency, memory, concentration, and especially learner autonomy. Furthermore, analysis of second-year English majors' perception of video dubbing reveals three key dimensions: cognitive, affective, and behavioral. Cognitively, students generally recognize video dubbing as effective for improving pronunciation, fluency, and vocabulary by imitating authentic speech. Effectively, students exhibit mixed emotional responses, finding it enjoyable and motivating due to creative engagement with language but also experiencing pressure from time limits, technical difficulties, or accuracy demands. Behaviorally, positive experiences encourage continued use as a self-study strategy, while negative ones may decrease motivation for independent learning. Ultimately, the effectiveness of video dubbing depends on linguistic outcomes, perceived benefits, emotional engagement, and the willingness to continue using it.

Additionally, over a 12-week period, teachers used targeted films as an extracurricular activity to enhance students' speaking abilities. This approach provided extensive practice through

various documents, enhancing the teaching and learning processes. It also served as an open-source repository of educational resources, enhancing self-awareness and independent study skills, thereby facilitating the application of knowledge and improving speaking skills. Moreover, the results suggest that many video dubbing applications offer diverse materials that can be employed for blended learning. This study indicated that individuals who utilised video dubbing tools significantly improved their speaking skills, which is in line with Wang and Lee (2025). However, the current study demonstrated significant advances in contextual knowledge, which may have been caused by the combination of video dubbing learning technologies with significant elements, but did not identify the long-term influence, in contrast to Nabyalah (2023), who claimed specific progress in this area with pre-test and post-test results. Nonetheless, these results supported previous research on the advantages of video dubbing while also offering fresh perspectives on how it specifically affects speaking abilities among Hanoi Open University second-year English majors.

The interview and questionnaire data analyses offer crucial insights into language learning through technology. Comparing the findings of this study with those of earlier investigations can yield important insights into how video dubbing tools improve speaking abilities. The study concludes with several suggestions for enhancing the English-speaking abilities of second-year English majors at Hanoi Open University through the use of video dubbing. These recommendations are supported by the results and the theoretical framework that was previously presented.

Using blended learning and other creative teaching techniques in the classroom will encourage students to flourish in the educational setting. The following are some reasons why integrating a range of technological tools into the curriculum can help students better accomplish the following course learning objectives:

The first benefit of using "video dubbing" as an instructional technique is that students are engaged in the dubbing endeavor. According to the poll, it is an active teaching strategy that encourages students' initiative and creativity while being manageable and time-efficient. It can be argued that this is a genuinely active teaching method that is affordable for all students, particularly those who wish to enhance their ability for independent study and self-accountability.

Second, students have improved their independence and capacity for self-study, as well as their ability to communicate, collaborate, solve problems, and think creatively, through individual practice. In particular, some students initially struggled to record, edit, combine, and modify their voices using software, but they were able to be independent, learn, and overcome the early challenges to obtain the required results. This is a workable approach, especially for pupils who want to learn on their own. The solution can be used anywhere, at any time, and does not require a lot of time or money. As a result, with each video they produce, students can evaluate their own abilities and their development in speaking. "Video dubbing" is a practice approach that students are particularly interested in. Students are able to listen and understand the dialogue between the characters. They can listen to and record the dictation after hearing the discussion between the characters numerous times. In general, students' pronunciation has greatly improved, and some of the products are on level with the original movie version. Significant

improvements have been made in speaking speed, correctness, naturalness, word stress and intonation, and fluency, pair, and group voice-over activities. Thirdly, some suggested video dubbing software and applications can improve speaking skills for second-year English majors at Hanoi Open University. PlayHT offers low-latency voices suitable for AI voice generators. Free Audio Dub is a free PC video dubbing program that automatically combines audio and video files, synchronizing them with built-in algorithms. ApowerSoft has built-in audio recording and editing capabilities, allowing users to capture and manipulate audio, export files in various formats, and use pre-existing effects and presets. These tools are popular among content producers for realistic, high-quality narration for speaking activities. Overall, these resources provide an engaging and dynamic learning environment, as well as the opportunity to successfully practise and build speaking abilities.

Conclusion

The data analysis revealed several significant research findings. The study looked into the opinions of second-year English majors on the importance of speaking and video dubbing skills. According to the survey, second-year English students at Hanoi Open University struggle with speaking because they fear making mistakes and lack confidence, motivation, and fluency. These abilities are significantly enhanced by video dubbing exercises, which improve student autonomy, memory, focus, vocabulary, grammar, fluency, and pronunciation. For 12 weeks, teachers used selected films as extracurricular activities, enhancing the teaching and learning processes and giving students ample practice. Applications for video dubbing can be used in blended learning to enhance self-awareness and independent study skills. Teachers and students are expected to find value in the interview results and questionnaire data. Notably, the suggestions to use video dubbing inside and outside the classroom will encourage Hanoi Open University second-year English majors to improve at speaking. The study's findings suggest that video dubbing can enhance language instruction and learning constructively and efficiently.

The study has certain limitations, even if its conclusions offer helpful information about using video dubbing to improve speaking abilities. The study's sample size was 194 second-year students from Hanoi Open University's English Faculty. Although this sample provides instructive data on how well video dubbing works for this particular student body regarding speaking proficiency, the results might not apply to other academic institutions or language learners in other situations. A more extensive and varied sample would offer a more comprehensive view of how video dubbing enhances speaking abilities.

Future studies could also use action research methods to compare pre- and post-technology use among second-year students in the English Faculty at Hanoi Open University. This would make the results more convincing, and the researchers might gain a better understanding of how video dubbing enhances speaking abilities and influences the teaching and learning process in the long term. To sum up, modern technologies benefit teaching and learning processes; thus, both lecturers and students should use them.

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Biodata

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